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TAKE PRIDE IN AMERICA

U.S. DEPARTMENT OF THE INTERIOR
BUREAU OF LAND MANAGEMENT

CATCH THE SCOUTING SPIRIT

Department of the Interior • Bureau of Land Management

United States Department of the Interior

BUREAU OF LAND MANAGEMENT
WASHINGTON, D.C. 20240

TAKE PRIDE IN AMERICA

IN REPLY REFER TO:

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SEP 14 1987

Memorandum

To: AFOs

From: Director

Subject: Catch the Scouting Spirit and Take Pride in America Guide and Resource Book

I am pleased to commend to you this Guide and Resource Book which can help the Bureau to continue to build on its many years of close association with the Boy Scouts of America (BSA). The guide and resource book also serves as an significant contribution to the Take Pride in America Campaign. This campaign, as you know, is an excellent vehicle for the recruitment of volunteers, especially youth, to assume responsibility for the care and protection of our natural resources.

The guide contains the practical information needed by field managers to more fully understand the Boy Scout organization. It can help you develop effective methods of matching Boy Scout program requirements to the needs of your area. Historically, work projects on public lands that are of manageable limits for Cub Scouts, Boy Scouts and Explorers have been part of a good neighbor program that has had far-reaching effects and benefits for both BLM and BSA. To enhance this mutually-beneficial relationship, a Take Pride BSA patch has been developed. The guide explains the requirements and qualifications on how Scouts can earn this special patch.

In closing, I challenge you to use this guide in establishing or renewing partnerships with your local Boy Scout units. This is a good cause, the work is desperately needed and the results are tremendously rewarding.

Robert Burford

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CATCH THE SCOUTING SPIRIT
AND
TAKE PRIDE IN AMERICA

Guide and Resource Book

"All Americans should take pride in their outstanding public lands...We must all work together for a renewed awareness that these lands are our lands to care for and about."

--President Ronald Reagan
1986 State of the Union Message

Designed for use by managers in all Federal land management agencies in implementation of the Take Pride in America campaign in cooperation with the Boy Scouts of America. Special appreciation is expressed to Ronald R. Switzer, author of the original package from which this book was adapted.

CONTENTS

		Page
I.	Introduction	1
II.	Take Pride In America - The Federal Land Managing Agencies	2
III.	Joining Forces - The Memorandum of Understanding	3
IV.	Catch the Scouting Spirit - The Boy Scouts of America	3
	A. Origins	
	B. Mission	
	C. Purpose	
	D. Aims	
	E. Methods	
	F. Organization	
V.	Getting In Touch	10
VI.	Using The Volunteer	11
VII.	Project Planning	12
VIII.	Take Pride In America/BSA Patch Requirements And Qualifications	16
IX.	About Advancement	17
	A. Skill Awards	
	B. Merit Badges	
	C. Ranks Requirements	
	D. Special Awards and Recognition	
X.	How To Become A Chartered Organization	60
	A. Staff Involvement	
Appendix I	- Sample Projects	63
Appendix II	- Regional Directors Addresses	64
Appendix III	- Memorandum of Understanding - DOI/BSA	65

INTRODUCTION

Welcome to the world of Scouting. The following pages will introduce you to the origins, mission, purpose, aims and methods of Scouting and explain how the Scouting program can be incorporated into the TAKE PRIDE IN AMERICA public awareness and volunteer campaign sponsored by agencies of the Federal Government.

Whether you are new to Scouting or have had previous experience with the program, this book will be a valuable guide to help you CATCH THE SCOUTING SPIRIT and enlist the assistance of the Boy Scouts of America in participation with projects which will be beneficial and rewarding to both the public lands and the Boy Scouts of America. The Take Pride in America campaign is an excellent vehicle for the recruitment of Americans, especially youth, to assume responsibility for the care and preservation of our natural and cultural heritage. We truly want all Americans to return to the values that Scouting never left. Your participation in this effort is extremely important.

In developing a working relationship with the Boy Scouts of America, you will help to prepare young people from all walks of life to make ethical choices and achieve their full potential as participating citizens. What these young people do now to improve and protect America's natural, cultural and recreation resources will contribute to their growth as responsible citizens and provide a valuable legacy to future generations of Americans.

Statistically, for every 1Ø0 boys who join a Boy Scout Troop...

* 12 will have their first contact with a church
* 5 will earn a religious emblem
* 1 will enter the clergy
* 18 will develop hobbies that will last through their adult lives
* 8 will enter a career that was introduced through the merit badge system
* 1 will use his Boy Scout skills to save a life
* 1 will use his Boy Scout skills to save his own life
* 17 will become volunteer Scout leaders as adults
* 2 will become Eagle Scouts

TAKE PRIDE IN AMERICA:
THE FEDERAL LAND MANAGING AGENCIES

Federal land managing agencies have responsibility for the nation's Federal public lands and natural, cultural and historic resources. This includes fostering the wisest use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of the nation's public lands, and helping to provide for the outdoor recreation needs of our society.

The purpose of the Take Pride in America campaign is to instill in the American public a new level of consciousness that public lands are their lands and that each person shares responsibility for what happens on these lands. The campaign targets all public lands from all jurisdictions including states, counties and cities. It emphasizes education and awareness and encompasses all types of public involvement, encouraging wise stewardship of public lands.

Field managers should carefully examine their operations to identify all aspects of those operations that could benefit from public assistance and involvement and to develop referral networks to match the talents and expertise of the public with the needs of the various agencies.

JOINING FORCES:
THE BOY SCOUTS OF AMERICA AND THE FEDERAL GOVERNMENT

Several Federal land managing agencies have existing Memoranda of Understanding (MOU's) with the Boy Scouts of America. These agreements provide general guidance on how the agencies may cooperate on matters of mutual interest.

CATCH THE SCOUTING SPIRIT:
THE BOY SCOUTS OF AMERICA

ORIGINS

Founded as a corporation on February 8, 1910, in the District of Columbia by American businessman William D. Boyce, the Boy Scouts of America was later incorporated under the laws of the United States and chartered by Congress on June 15, 1916. The purpose of the corporation was "to promote, through organization, and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in Scoutcraft, and to teach them patriotism, courage, self-reliance, and kindred virtues, using the methods which were in common use by Boy Scouts on June 15, 1916." (36 U.S.C. 21 et. seq.)

Robert Baden-Powell, founder of the worldwide Scouting movement, was an English military officer who got his early training in India and later saw service in South Africa. As the greatest hero of the Boer War in 1900, he decided to make use of his fame in England to help British boys become better men. Merging the campaign skills learned from his older brother with his experiences in India and Africa, Baden-Powell tested his ideas with a group of boys at the world's first Boy Scout camp on the English island of Brownsea in 1907. From this test, he wrote the book he called Scouting for Boys. Within a few weeks, Scouting spread throughout England and soon thereafter it had spread throughout the world, arriving in the United States in 1910.

Among the founders of the Boy Scouts of America were two men who had started programs of their own that boys liked. The first was the well-known naturalist and author, Ernest Thompson Seton, who founded the Woodcraft League and wrote its first manual, The Birch Bark Roll. The second was Daniel Carter Beard, founder of the Society of Sons of Daniel Boone and author of its handbook, The Boy Pioneers, which featured camping skills and outdoor crafts.

Today there are more than 5 million youth and adult leaders registered in the Boy Scouts in the United States.

MISSION

It is the mission of the Boy Scouts of America to serve others by helping to instill values in young people and in other ways prepare them to make ethical choices over their lifetime to achieve their full potential.

PURPOSE

In order to fulfill its mission, it is the purpose of the Boy Scouts of America to provide an effective program designed to build desirable qualities of character, to train them in the responsibilities of participatory citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who:

-- are physically, mentally, and emotionally fit;

-- have a high degree of self-reliance as evidenced in such qualities as initiative, courage and resourcefulness;

-- have personal and stable values firmly based on religious concepts;

-- have a desire and the skills to help others;

-- understand the principles of the American social, economic and governmental systems;

-- are knowledgeable about and take pride in their American heritage and understand America's role in the world;

-- have a keen respect for the basic rights of all people;

-- are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society in the world's forums.

AIMS

When you become more familiar with the Scouting program, you will begin to notice that every Scouting activity and way of organizing or doing things has a purpose. Each has something to do with moving boys from where they are toward some basic goals. These goals, which are the aims of Scouting, are:

Character Development: We may define character as what the boy is himself. It is the aim of Scouting to develop good personal qualities, strong values and a positive outlook.

Citizenship Training: Used broadly, citizenship means the boy's relationship to others. It is the aim of Scouting to teach boys their obligations to other people, to the society they live in, and to the government that presides over that society.

Personal Fitness: Fitness is defined four ways in Scouting and includes fitness of the body, of the mind, of the moral fiber and of the emotions. It is the aim of Scouting to achieve well-tuned healthy bodies, the capability to think and solve problems, courage and respect for others, self-control and self-respect.

METHODS

The methods by which the aims of Scouting are achieved are described in brief form below in no particular priority:

Ideals: The ideals of the Boy Scouts are spelled out in the Scout Oath, the Scout Law, Scout Motto, and Scout Slogan. The goals are high and, as the Scout strives to reach them, he has some control over what he finally achieves.

Patrols: The Patrol Method of teaching Scouts gives them an experience in group living and participatory citizenship. The small groups allow Scouts to interact with each other and to determine troop activities through their elected representatives. Each patrol is ideally composed of 8 scouts, 2 of whom are elected as the Patrol Leader and Assistant Patrol Leader.

Outdoor Program: Scouting is designed to take place outdoors. Being close to nature helps Boy Scouts gain an appreciation for nature and mankind's place in it. The outdoors is the laboratory in which Boy Scouts may learn ecology and practice conservation of nature's resources.

Advancement: The Boy Scout advancement program provides a series of surmountable obstacles and steps for advancement. The steps in this method help a boy grow in self-reliance and the ability to interact with other Scouts and adult leaders.

Adult Male Association: Boys learn from the example of older Scouts, their leaders and other adults. Providing boys with good examples of adult role models is one of the aims of Scouting.

Personal Growth: As boys plan their activities and progress toward their goals, they experience personal growth. Good Turn activities, community service, and religious involvement are basic to good personal growth.

Leadership Development: The Boy Scout program encourages boys to learn, develop and practice leadership skills. Understanding the concepts of leadership helps a boy accept the leadership role of others and guides him in the good citizenship aim of Scouting.

Uniform: The uniform makes the Boy Scout troop visible as a force for good and creates a positive youth image in the community. The uniform gives the boy identity and shows that he is committed to the aims and purposes of Scouting.

Service Projects: For Star and Life ranks, a Scout must perform 6 hours of service to others. This may be done as an individual project or as a member of a patrol or troop project. Star and Life service projects may be approved for Scouts assisting on Eagle service projects. The Scoutmaster approves all service projects before they are started.

In a very succinct fashion, the values the Boy Scouts of America strives to instill are stated in the Boy Scout Oath (Promise) and Law:

SCOUT OATH

On my honor I will do my best
To do my duty to God and my country
And to obey the Scout Law;
To help other people at all times;
To keep myself physically strong,
Mentally awake and morally straight.

SCOUT LAW

A Scout is:

Trustworthy	Obedient
Loyal	Cheerful
Helpful	Thrifty
Friendly	Brave
Courteous	Clean
Kind	Reverent

ORGANIZATION

In some respects, the organization of the Boy Scouts of America is similar to that of many Federal agencies. At the top is the Chief Scout Executive and his immediate staff of Assistant Chief Scout Executives with their staffs, composed of Field Operations and Divisional Directors. Field Operations Directors, in turn, have responsibility for the Regional Scout Executives.

The Boy Scouts of America are organized into 6 Regions of several states each. The Regional Scout Executives provide executive direction and program management to staffs of professional Council Executives in the Councils of the various states. The Council Executives are responsible for the general direction of Council administration and supervision over Scouting activities within its jurisdiction. The Council Executive is selected by and serves at the pleasure of the local Council Executive Board.

A Council is a specific geographic area in which a voluntary association of citizens, including representatives of organizations which are chartered by the Boy Scouts of America, promote the Scouting program. A Council, then, is not an association of communities nor of persons representing communities, but is an association of partnership organizations with the addition of persons who are interested in all youth in the Council area. Each Council is chartered by the Boy Scouts of America and has several governing bodies.

The organization is democratic and gains strength through persons who are chosen to represent various segments of community life.

The first of these are Scouting Coordinators, who speak for the institutions/organizations that have undertaken the partnership with the Scouting units. The second group is composed of Council members-at-large who reflect the thinking of every section of the area served.

The governing body, called the Council, meets to carry forward its responsibilities in determining membership, goals, budgets, camp facilities and programs, leadership training programs, professional staff needs, and other local operational matters.

The Council body, in addition to electing officers such as President, Commissioner, Treasurer and Vice Presidents, elects a group of people called the Council Executive Board. This group meets once a month and, from a practical standpoint, carries on the business of the Council, approving the programs and plans of the Council committees. The Council Scout Executive is the commissioned professional who selects and appoints the paid staff of the Council and serves as Secretary to the Council and its committees. Among the key persons on his staff are the Field Directors, who supervise the District Scout Executives, a business manager, events director, and an office manager/executive secretary. Other governing bodies which need not be described here include the Council Advisory Board and the Council Executive Committee of the Executive Board.

For the purpose of area service, administration and finance, the Council territory is divided into geographical Districts by the Executive Board. The supervision of Scouting in each District is exercised by: (1) the Council through a District Committee, at the head of which is a District-elected Chairman, appointed functional Vice Chairmen, and Executive Board; (2) an appointed and commissioned

District Commissioner; and (3) a professional District Scout Executive. These are called the District Key Three. District Committee members-at-large are constituted into functional committees to administer membership, finance, camp promotion, activities, training, advancement and unit service.

GETTING IN TOUCH

The first step in soliciting assistance from the Boy Scouts of America is to contact the Council Scout Executive of the Council nearest your field location and let this person know the nature and objectives of the Take Pride in America campaign and your field location's specific role in this effort. Tell him that you have one or more projects at your field location that could be accomplished by Scouting units as service projects, Eagle Scout projects, or as longer/sustained term activities which will be mutually beneficial to the Scouts and to the Federal Government. Ideally, you may be able to explain what skill awards and merit badges in the advancement program might apply to your projects as well as what special awards or recognition could result from individual or group efforts. Ask for assistance in contacting the District Executive(s) closest to your field location so that you and your staff can begin constructive dialogue leading to project planning and accomplishment with Scouting units.

You should explain that individual Scouts and Scout units will be enrolled as Volunteers, without compensation, and that parental consent will be necessary before the work can commence. In addition to any other advancements or recognition the Scout earns, volunteer appreciation certificates should be issued to each Scout who contributes time to a project.

For projects of long-term or sustained nature, you should consider having your field location participate as a partnership organization for a Troop, Varsity Team, or career interest Explorer Post. This provides the Boy Scouts of America with additional units and increases membership, which will not only benefit them, but also will provide you additional positive input in guiding the efforts of the unit. The requirements for establishing a unit are spelled out elsewhere in this book.

It will take some staff time to organize your first effort. Be sure to tap the resources available both in Scouting and on your staff. There are many Eagle Scouts and other adults on agency staffs who are experienced in Scouting. In addition, there is a paid professional Scouter in your area. Most District organizations and troops have considerable depth in the skills required to organize and complete a work plan.

Keep in mind,too, that each project must include some attributes of environmental education or conservation learning.

In no case should Scout units be used solely as a free labor force or just to pick up trash. Projects must be worthwhile and have some attributes of lasting quality. If conducted properly, you may find that you can easily build a lasting relationship with Scouts. In Appendix I, you will find a sample list of projects for your consideration.

USING THE VOLUNTEER PROGRAM

For most projects involving Boy Scouts, it is strongly suggested that Scout Units be enrolled in the agency volunteer program. Although Scout units carry medical insurance for each Scout, Scoutmaster and other Scout leaders and are insured against liability by the Boy Scouts of America, your agency volunteer program may provide additional protection for both parties should work injuries occur.

Because most Scouts, Varsity Teams, and some Explorers will be under age 18, field locations should use parental approval forms when provided by the agency in conjunction with the voluntary services form.

Since most agencies of the Federal government have limited operating funds, it is suggested that reimbursement for mileage, meals and housing not be included in agreements with Scout units. Most Boy Scout Troops, Varsity Teams and Explorer Posts are prepared and equipped to support their own activities, so reimbursement, even for out-of-pocket expenses, generally is not necessary. However, if there are some incidental expenses for small tools, gloves, etc., that will make the difference in whether a project is conducted, you might consider providing these items for use by the Boy Scouts.

Certificates and/or pins for recognition of Scout contributions at field locations may be available at no cost from your agency volunteer coordinator.

When recruited as volunteers, Scouts should be oriented to the area and be asked to represent the Boy Scouts of America and the Federal agency positively and accurately. Once a project has been established, communicate your expectations for its completion as fully as possible.

PROJECT PLANNING

The selection of good work projects for youth does not just happen; it requires a moderate amount of planning and coordination. To assist you in this effort, a Boy Scout Conservation Education and Work Projects form has been devised (Appendix II). This form could also be used to report completed projects to higher authority if requested, but primarily can serve as a management tool and record for your office.

Other planning considerations might include, but are not limited to the following:

Project Size. Keep in mind that a Boy Scout Troop typically will have 4 patrols (5, if they have a Leadership Corps) of 8 to 10 Scouts each, plus a Scoutmaster, one or more Assistant Scoutmasters, an adult Troop Committee of 4 to 8 persons, and at least 2 youth leaders in the form of the Senior Patrol Leader and Assistant Senior Patrol Leader. Varsity Teams and Explorer Posts, although organized in basically the same configuration, are generally smaller. No matter how well planned, field staff and Scouters alike must realize that not everyone will show up for the activity. Weather and other factors may also cause cancellation or changes in dates. In other words, Plan B may be required.

Another fact to remember is that the age spread in Scout Troops is generally between 10-1/2 and 18 years old. Explorers usually range in age from 16 to 21 years old and some Posts are coeducational. Therefore, it is important to keep project size within the capability of the group to perform. Some projects may be broken into phases, and not all phases necessarily need to be accomplished by the same Scouting unit. For long-term projects to be accomplished by Explorer Posts, such as monitoring activities, Post members may rotate so that all have opportunties to participate.

During the conduct of a project, it is extremely important, from the morale standpoint, that the field manager and field staff visit the worksite to encourage the Scouts and to note their achievements.

Project Location. There are significant differences in what can be accomplished in the front country of a field location, as opposed to locations in the back country.

In many field locations, local Scout units can commute from home daily for project work. In other locations, it

may be more convenient and productive for the unit to camp in the field location and use its camp as a base for operations. Campsites close to project sites are recommended, principally because it reduces travel time, provides the opportunity to walk/hike to work, and eliminates the need of using too many vehicles.

For back-country projects, be sure to specify the amount of time required for a unit to backpack to and from the worksite and where they are to camp.

If projects are situated well away from potable water supplies and sanitary facilities, work with the Scoutmaster to determine how these needs will be met.

It is best not to expose individual Scout units to unusually dangerous work locations or conditions. Should hazards exist in the area, be sure Scouts and leaders are made aware of them.

Tools and Equipment. Depending on the nature of the project, the Federal field staff and/or the unit may agree to provide tools and equipment. **Be sure to check agency regulations and District and Council regulations regarding use of power tools and vehicles.**

Materials. In most cases, project materials should be provided by the Federal field location and planned for well in advance.

Camping. Federal field locations with established camping facilities usually will not have difficulty providing units with camping space. The biggest considerations are the availability of potable water, sanitary facilities, and garbage disposal.

Back-country camping should generally be handled by permit, using established agency procedures. Acceptable campsite locations and the agency policy(ies) for campfires, sanitation, etc., should be clearly articulated. It is best to limit woodcutting and fire building to minimum levels and request that cooking be confined to backpack stoves. Scouts are not alone in the American desire to have a campfire in the evening, but these should be carefully considered, whether they are built in established campfire circles or are small fellowship fires in the back country.

Because we are attempting to develop the notion of stewardship for resource lands, it should be stressed that whatever is packed in should be packed out, along with any other trash left by others. Units should leave an area **better** than they found it, even if this includes doing some rehabilitation or improvements. Make it clear that units may not establish campsites outside of areas designated for their use and that campsites must be set up and maintained, with all personal gear and unit equipment stored neatly when the site is not in use.

Garbage Disposal. All units should be expected to keep their campsites and work areas clean and free of trash and garbage. Sufficient provision for trash barrels/trash bags should be made in advance.

Toilets. Most established campgrounds have permanent toilet facilities/comfort stations, although some may have chemical toilets. In either regard, plans for site use should specify that these facilities are for the use of everyone. Trash, debris and garbage are not to be put in toilets. Toilets are to be used, and the digging of latrines or the use of cat holes will be prohibited unless specified in advance by the Federal field location.

Fires and Firewood. Since fires should be kept to a minimum, units are encouraged to do their cooking on stoves. If fires are necessary, permits or other conditions under which they will be allowed should be stated in the planning. If the local Federal field location does not provide firewood, let the unit know that it must provide its own.

Campground Behavior. All participants are expected to be on their best behavior. Every Scout is expected to practice the Scout Oath and Law at all times. Horseplay will not be tolerated, and anyone who behaves in a disorderly manner may be asked to leave the project.

Vehicle Use and Parking. Except when absolutely necessary, vehicles should not be used once parked in a designated area. In some cases, the field location may let vehicles be driven to a camp or worksite to unload equipment, but may also require that they subsequently be removed to a specified parking area.

Safety. Of major concern to all is the maintenance of safe working conditions. It should be the agency's responsibility to provide a job safety analysis and to brief par-

ticipating Scouts and Scouters on work-related hazards. If conditions warrant, the agency should provide personal protective equipment to those who require it. Basic needs such as gloves or boots can generally be provided by individual scouts.

Agency Public Use Regulations. Those regulations covering the public use of Federal lands should be provided to Scoutmasters, Team Coaches and Post Advisors in the planning stages of project work.

Special Activities. The key word to interesting Scout activities is **FUN.** If a project is of sufficient duration, a fun-type activity should be included. This may be a special campfire program, an opportunity to learn a new skill, taking a special hike, or going swimming. Athletic competitions such as baseball or volleyball games between the Scouts and field location staff are always welcome breaks.

Recognition. Whoever is coordinating the project for the agency field location should secure a list of participants from the Scout leader as soon as possible before/after the work begins so that, at the end of the project, certificates, pins, patches or other recognition may be provided. It is not acceptable to send these along later to the Scouting unit: capitalize the moment and reward the Scouts as quickly as possible. In the process, call attention to specific or special achievements and mention some of the skill awards and merit badges earned.

TAKE PRIDE IN AMERICA/BOY SCOUTS OF AMERICA PATCH REQUIREMENTS AND QUALIFICATIONS

The fundamental purpose of awarding a Take Pride in America patch to a Boy Scout is to recognize that Scout's contribution while drawing attention to the need for public participation in the wise stewardship of America's vast public lands and property. The public lands encompass over one-third of our Nation. The land and associated property truly belong to every American. Many natural, historic and cultural resources have been damaged, vandalized, littered, looted, burned, or just carelessly misused. Boy Scouts should be encouraged to assume an active, positive role in conserving, maintaining and improving our Nation's public lands and property.

The Take Pride in America patch qualifications are directed toward instilling a sense of pride in the Nation's public lands and property, their associated history, archeology, and the beauty they represent. Those presenting patches should be guided by the following:

1. The Take Pride in America patch is to be earned by individual Scouts who actively participate in Take Pride-planned projects; they are **NOT** to be given away. Take Pride patches represent tangible evidence of a land or project manager's recognition and thanks for volunteer effort. Depending upon the nature of the work, two hours would be considered minimal. Some projects, however, might involve days or even weeks of effort. The discretionary latitude of the land/project manager is considerable. The value of the Scout's contribution may be more dependent on other factors than on the number of hours involved.

2. Take Pride patches are to be earned by Scouts for contributions through projects that are educational, worthwhile, and memorable, as well as helpful to the public land/project manager. There should be a learning experience planned into each project; projects should not simply involve litter pick-up, for example.

3. Each participating Scout can earn one Take Pride patch and an unlimited number of accompanying bars. The patch and each bar represent a contribution to a specific Take Pride project. (Individual bureaus are permitted to develop as many authorized bars as they wish.) Again, the discretionary latitude of the land/project manager is considerable and good judgment will prevail.

4. Take Pride Boy Scout patches and bars are earned for participation in projects that reflect the spirit and intent of the Take Pride in America program. They may be earned separately or in conjunction with skill awards and merit badges, as well as to fulfill requirements for Star, Life, and Eagle rank. A Scout should learn through his Take Pride program the life-long responsibility that all Americans have to be good stewards of their public lands and property.

ABOUT ADVANCEMENT

Of particular importance to Scout units when conducting projects is the prospect of advancement. Education is the chief function of the Scouting movement and is the basis of the advancement program. Fundamental to the program is that a youth's progress is a natural outcome of his/her activities in the Scouting unit. The Scout advancement plan, then, is designed to encourage Scouts to accomplish a progressive series of learning experiences in the Boy Scout program's objective areas of citizenship, character, and personal fitness. It provides for measuring and recognizing these experiences.

In Boy Scouting, recognition is gained through leadership in the troop, participating in its activities, living the ideals of Scouting, and proficiency in activities related to outdoor life, useful skills and career exploration. In Varsity Scouting, recognition is gained in much the same way, but in Exploring recognition takes on a wider scope, involving the assumption of adult-like roles, identification with adult vocations, and participation in community and citizenship responsibilities.

Boys may enter the Boy Scouting program at 10-1/2 years of age if they have completed the fifth grade, or otherwise at age 11. There are four steps in the advancement procedure leading to the ranks of Tenderfoot, Second Class, First Class, Star, Life, and Eagle. The four steps, regardless of the options or direction of advancements, are learning, testing, reviewing and recognition. Boys may earn rank until they reach 18 years of age in the Boy Scout program. However, any registered male Explorer who achieves First Class rank may continue working for the Star, Life, and Eagle Ranks while registered as an Explorer, up to his 18th birthday. A basic goal is to have each Scout in a unit advance at least one rank every year.

Each of the six ranks leading to Eagle Scout has specific requirements, among which are the earning of skill awards and merit badges. In order to achieve the first 3 ranks, a Scout must earn a total of 8 skill awards and 1 merit badge. Five of the 8 skill awards and the merit badge are specifically required. To achieve the next 3 ranks, Scouts must earn a total of 20 merit badges, ten of which are specifically required. In addition, for Star and Life ranks, Scouts must participate in worthwhile service projects of 6 or more hours duration as individuals, with their patrols or with their troops. Eagle Scout requirements, which are described in greater detail elsewhere,

contain a provision that the Scout must provide leadership on an approved project of lasting value to church, school or community. To accomplish the project, the Eagle Scout candidate may enlist the help of other Scouts and individuals, the Order of the Arrow, or private citizens and organizations.

Skill Awards

These 12 awards provide the fundamental skills a boy needs in order to enjoy the Boy Scout program. Each is built around a group of related skills or knowledge. They are designed to provide early recognition, to motivate a Scout to develop skills for everyday living and full participation in Boy Scouting, and to give a Scout a wide choice of things to do. The individual tests for skill awards may be passed to troop-approved boy and adult leaders. A Scout may work on several skill awards at the same time, but when all tests for a single skill award are finished, the Scout is presented with the appropriate metal belt loop in recognition as soon as possible. The 12 skill awards are listed on the following pages, along with the requirements for those that might have application at a Federal land management site and could be earned by individual Scouts.

Skill Award Requirements

As you earn skill awards you will learn new skill and knowledge in a wide range of subjects. Certain skill awards are required for Tenderfoot, Second Class, and First Class rank advancement. On completion of the requirements you will be presented a skill award belt loop.

Camping Skill Award

1. Present yourself to your leader, properly dressed, before going on an overnight camping trip.
   Show the camping gear you will use, including shelter and food. Explain how you will use the gear. Show the right way to pack and carry it.
2. Go on two overnight camping trips with your troop, patrol, or other Scouts, using the gear. On each overnight campout do the following:
   a. Carry the gear on your back for at least 2 km (1¼ mi.) to your camp. After camping, carry it 2 km (1¼ mi.) back.
   b. Pick a good place for a tent. Pitch a tent correctly in the place you picked and sleep in it overnight.
   Store the tent correctly after use.
   c. Make a bed on the ground. Sleep on it overnight.
   d. Follow good health, sanitation, and safety practices. Leave a clean camp.
   e. After each trip, tell your leader what you achieved and learned. Tell how good camping practices proved useful.
3. a. Whip the ends of a rope.
   b. Tie the following knots: square knot, sheet bend, two half hitches, clove hitch, taut-line hitch, bowline. Show their correct use.
4. a. Lash poles together with the following lashings: square, shear, and diagonal lashings. Show their correct use.
   b. Use lashing for making a simple useful camp gadget.

NOTE: If you use a wheelchair, crutches, or if it is difficult for you to get around, you may substitute "transport the gear" for "carry the gear on your back" in requirement 2a. You must travel under your own power.

Citizenship Skill Award

1. a. Describe the flag of the United States. Give a short history of it.
   b. Explain why you should respect your country's flag.
   Tell which special days you should fly it in your state.
   c. Using a flag and with another Scout helping you, show how to hoist and lower the flag, how

b. Make a food list based on your plan for a patrol of eight Scouts.
c. Visit a grocery store and price your food list.
d. Figure out what the cost for each Scout would be.

2. Sharpen a knife and an ax properly and give rules for their safe use.

3. Use a knife, ax, and saw correctly to prepare tinder, kindling, and firewood.

4. a. Locate and prepare a suitable fire site.
b. Build and light a cooking fire using not more than two matches.

5. a. In the outdoors, cook, without utensils, a simple meal. Use raw meat (or fish or poultry) and at least one raw vegetable, and bread (twist or ashbread).
b. In the outdoors, prepare, from raw, dried, or dehydrated food, for yourself and two others:
(1) A complete breakfast of fruit, hot cooked cereal, hot beverage, and meat and eggs (or pancakes), and
(2) A complete dinner or supper of meat (or fish or poultry), at least one vegetable, dessert, and bread (biscuit or bannock).

6. After each cooking, properly dispose of garbage, clean utensils, and leave a clean cooking area.

NOTE: When laws do not let you do some of these tests, they may be changed by your Scoutmaster to meet the laws.

Environment Skill Award

1. a. Tell what is meant by environment.
b. Describe how plant life, animal life, and environment relate to each other.
c. Explain the oxygen cycle.
d. Explain the water cycle.

2. Tell how sun, air, water, soil, minerals, plants, and animals produce food used by man.

3. a. Make a 3-hour exploration of a forest, field, park, wetland, lake shore, ocean shore, or desert. Make a list of plants and animal life you recognize.
b. In the outdoors, spot and name 10 wild animals by sight or sign (mammals, birds, fish, reptiles, mollusks).
c. In the outdoors, spot and name 10 wild plants.
d. Know how to identify poison ivy, poison oak, and poison sumac.

4. Do one:
a. Study a plot of ground, 1 m^2 (10 sq. ft.). Report on the plants and animals you find.
b. Make a closed terrarium that includes animals. OR make an aquarium that includes both plants and animals.
c. Keep a daily weather record for at least 2 weeks. Tell how weather affects the environment.

5. Display at least six newspaper or magazine clippings on environment problems.

to hang it horizontally and vertically on a wall, and how to fold it.
   d. Tell when to salute the flag and show how to do it.

2. a. Repeat from memory the Pledge of Allegiance. Explain its meaning in your own words. Lead your patrol and troop in the proper ceremony of reciting the pledge.
   b. Tell about the meaning of our National Anthem and how it was written.

3. a. Explain the rights and duties of a citizen of the United States.
   b. Tell about two things you have done that will help law-enforcement agencies.
   c. Explain what a citizen should do to save our resources.

4. Do one of the following:
   a. Visit a community leader. Learn about the duties of the job or office. Tell your patrol or troop what you have learned.
   b. Learn something about a famous U.S. person of your own choosing. Tell your reasons for picking that person and give a short report of what that person did to gain this recognition.
   c. Make a list of 10 things, places, or sayings that have some relationship to the history of the United States. Explain their meaning.
   d. Know the history and tradition of your state, commonwealth, or territorial flag.

Communications Skill Award

1. Do the following:
   a. Make a phone call correctly and answer properly.
   b. Show how to make an emergency phone call. Put these emergency phone numbers near your home phone.
   c. Do two of these:
      (1) Introduce a guest.
      (2) Make an announcement.
      (3) Tell of some special past event.
2. Teach a Scout skill to two or more Scouts.
3. Get a message to others without speaking or writing using two of these:
   a. Silent Scout signals
   b. Manual alphabet
   c. Sign language for the deaf
   d. Indian sign language
   e. Sports signals
   f. Morse code
   g. Semaphore code
   h. Scout trail signs
4. Tell how to get to a place selected by your leader. (It must be 1 km [0.6 mi.] away and not in a straight line.) Use speaking, writing, and sketches.
5. Take part in or plan an emergency mobilization for your patrol or troop.
6. Know five emergency distress signals.

Community Living Skill Award

1. Explain what is meant by the terms: public utility, public service,

government, community problems, community organization, volunteer or private agency, government agency, ethnic group, tradition, resources, crime resistance.

2. Do three:
   a. Make a list of five organizations working in your community. Visit one. Tell what it does.
   b. List five activities that take place in your community during a month. Explain the reason for each. Take part in one. Tell what you did.
   c. Make a list of five community problems. Explain how each affects you, your family, and the community.
   d. Tell some of the history, traditions, contributions, and ways of living of two ethnic groups in your community.
   e. Visit your police department. Find out what you can do to help reduce the likelihood of crime in your home and neighborhood. Tell about your visit.
   f. Take part in a service project that will help a volunteer or private agency in your community. Tell what you did.
3. Describe two public services. Visit a place that provides one of these services. Tell about your visit.
4. Show that you know how to get around using a map or transportation schedule.

NOTE: "Community" is the place where you live.

Conservation Skill Award

1. Show by what you do that you follow the Outdoor Code when you are in the outdoors.
2. a. Explain the main causes and effects of water pollution. Tell how we can have clean water.
   b. Explain the main causes and effects of air pollution. Tell how we can have clean air.
3. a. Make a list of present major sources of energy and the major alternate sources.
   b. Make a list of 10 ways in which you and your family can save energy.
4. a. Take a walk around where you live for 2 hours and make two lists related to conservation:
      List things that please you.
      List things you feel should be improved.
   b. Plan and carry out your own conservation project. Get it approved by your patrol leader before you start.
5. Take part in one of these projects with your patrol or another Scout:
   a. Clean up a roadside, picnic ground, vacant lot, stream, lake shore, or ocean beach.
   b. Work on erosion control of stream bank, gully, or trail.
   c. Plant trees, do forest improvement or insect control.
   d. Improve backyard or other wildlife habitat.
   e. Help with energy conservation.

Cooking Skill Award

1. Show you know how to buy food by doing the following:
   a. Plan a balanced menu for three meals—breakfast, lunch, and supper.

If the Scouts camp on public lands while working on a project, some requirements for Camping, Cooking and Hiking Skill Awards may be met. If the work involves tool use, the First Aid Skill Award might be involved. If the project is one dealing with some aspect of conservation or environment, the Conservation and Environment Skill Awards apply. Scout leaders will handle the teaching, testing and review for these awards.

Merit Badges

The merit badge program is one of the basic character-developing tools. Earning merit badges gives a boy the kind of self-confidence that comes from overcoming obstacles to achieve a goal. Through the merit badge program, a Scout also learns career skills, develops socially, and may acquire physical skills and hobbies that give him a lifetime of healthful recreation.

There are more than 100 merit badges grouped in alphabetical fields of activity from which a Scout may choose; however, 11 of these, or their alternates, are required for Eagle. The merit badge plan is based on the concept that a counselor working closely with a Scout acquaints the boy with an adult knowledgeable in one or more fields. The one-on-one relationship between the counselor and the Scout is the key to the success of the plan. All Merit Badge Counselors must be approved by the Council or District. Most merit badges take several counseling sessions to complete, and none of the requirements may be changed.

While most units will have a group of approved Merit Badge Counselors to work with the Scouts as individuals, do not overlook the fact that land management staff are trained professionals with multiple skills to share with boys. Whenever possible, these experts should be asked for help and/or be enrolled as counselors for specific merit badges.

Introduction to Merit Badges

On the following pages, in alphabetical order, are the requirements for all of the current merit badge subjects.

You can learn about sports, crafts, science, trades, business, and future careers as you earn these merit badges. There are more than 100. Any Boy Scout may earn any merit badge at any time. You don't need to have had rank advancement to be eligible.

Pick a Subject. Talk to your Scoutmaster about your interests. Read the requirements of the merit badges you think might interest you. Pick one to earn. Find out who the counselor is for that badge. Your Scoutmaster will have a list of counselors. These counselors have special knowledge in their merit badge subjects and are interested in helping you.

Call the Counselor. Get a *signed* merit badge application from your Scoutmaster. Get in touch with the merit badge counselor and tell him or her you want to earn the merit badge. They may ask you to come and see them so they can tell you what they expect and start helping you meet the requirements.

When you know what is expected, start to learn and do the things required. Ask your counselor to help you learn the things you need to know or do. It will help if you can buy or borrow a merit badge pamphlet on the subject. Many troops and school or public libraries have them. (See the list on the inside back cover.)

Show Your Stuff. When you think you are ready, call the counselor again to make an appointment to meet the requirements. When you go take along the things you have made to meet the requirements. If they are too big to move, take pictures or have an adult tell in writing what you have done. The counselor will ask you to do each requirement to make sure that you know your stuff and have done or can do the things required.

Most counselors like to meet with you several times. A lot depends on how well prepared you are.

Get the Badge. When the counselor is satisfied that you have met each requirement, he or she will sign your application. Give this to your Scoutmaster and he will get your merit badge emblem for you.

More or Less. You are expected to meet the requirements as they are stated—no more and no less. You are expected to do exactly what is stated in the requirements. If it says "show or demonstrate," that is what you must do. Just telling about it isn't enough. The same thing holds true for such words as "make," "list," "in the field," and "collect," "identify," and "label."

The requirements on the following pages may not match those in the merit badge pamphlets because of revision.

American Cultures

Pick two different groups. The groups can be racial, cultural, national, or ethnic groups. Use these groups to meet requirements 1, 2, and 3.

1. Do TWO of the following, choosing a different group for each:
   (a) Go to a festival, celebration, or other event identified with one of the groups. Report on what you see and learn.
   (b) Go to a church, clubhouse, school, or other institution identified with one of the groups. Report on what you see and learn.
   (c) Talk with a person from one of the groups about the heritage and traditions of the group. Report on what you learn.
   (d) Learn a song or dance or poem or story which is traditional to one group, and teach it to a group of your friends.
   (e) Go to a library or museum to see a program or exhibit featuring one group's traditions. Report on what you see and learn.
2. Imagine that one of the groups had always lived alone in a city or country to which no other groups ever came. Tell what you think the city or country might be like today. Now tell what you think it might be like if both groups lived there at the same time.
3. Tell about some differences between the religious and social customs of the two groups. Tell about some ideas, or ways of doing things, which are almost the same in both groups.
4. Tell about a contribution made to our country by three different people, each from a different background such as black American, white American, native American, Hispanic American, Asian American, or any other background of your choosing.
5. Do one of the following:
   (a) Give a talk to your troop or school class on how people from different groups have gotten along together. Lead a discussion on what can be done to help various groups understand one another better.
   (b) Tell about some achievements and some problems of the United Nations caused by people of many cultures and beliefs working in one organization.

American Heritage

1. Do ONE of the following:
   (a) Make a map of your area. Mark the points of historical interest. Show your map in your classroom or troop meeting place. Tell about the points of historical interest.
   (b) Research an event of historical importance that took place in or near your area. If possible, visit the place where the event took place. Tell your class or troop about the event and its impact on local history. Describe what it looked like then and now.
   (c) Find out when, why, and how your town or neighborhood started. What ethnic, national, or racial groups played a part? Find out how it has changed over the past 50 years. Try to explain why.

2. Do ONE of the following:
   (a) Explain what is meant by the National Register of Historic Places. Tell about any National Register properties in your area. Describe how a property becomes eligible for listing.
   (b) Find something in your area that seems to qualify for National Register listing. Bring it to the attention of the Historic Preservation Officer for your state. Assist him or her, in any way possible, to nominate it for inclusion in the National Register.
3. Choose ONE of the following; describe its adoption; tell about any changes since its adoption:
   (a) The flag
   (b) The Pledge of Allegiance
   (c) The seal
   (d) The motto
   (e) The national anthem
4. Choose an event, a period, or a person from United States history that you would like to know more about. Do FOUR of the following for the subject chosen:
   (a) Read a biography, approved by your counselor, of the person chosen. Tell some things you admire about the person. Tell some things you do not admire. Explain why you think this person has made a good or a bad contribution to America's heritage.
   (b) Read about the subject in three sources. List the major points upon which all agree. List areas of disagreement. Decide what source you think is mostly true. Tell how you decided.
   (c) Read a historical novel or see a television show, a play, or a movie about your subject. Tell how true you think it was. Tell how it added to your understanding of the subject.
   (d) Select an important speech related to your subject and tell when and why it was made. Read the speech to your class or troop. Then lead a discussion about the effect it had at the time.
   (e) Gather records of four songs that are related to your subject or be able to sing or play them yourself. Play the records, or play or sing the songs yourself, for your class or troop. Tell about each song.
   (f) Collect copies of four cartoons about your subject or draw two in the style of the period. Tell about the meaning of the cartoons.
   (g) Collect copies of paintings about your subject. Show them to your class or troop. Tell about them. Discuss their accuracy or symbolism.
   (h) Collect copies of photographs about your subject. Show them to your class or troop. Tell how they reflect the photographer's point of view.
   (i) Build a model to show something about your subject. Show the model to your class or troop. Tell about what it shows.
   (j) Visit a historic site related to your subject. Tell your class or troop about the visit. Tell how it has enlarged your view of the subject.

(k) Make a time line for your subject. Tell how the main events on your chart have affected life in America today.

5. Do ONE of the following:
   (a) Take an active part in a program about a historic event or person. Report to your class or your troop about the program, the part you took, and the subject.
   (b) Pick an organization that is directly concerned with the preservation or perpetuation of local, state, or national history. Talk with an officer of the organization about its goals. Find out how you can help meet these goals. Carry out a project that will help meet the goals.
   (c) Set up a historic trail or walk in your area. Prepare a guidebook. Include maps and related local history. Develop and carry out a plan to bring your trail to the attention of your community.

Bird Study

1. Spend 3 hours in each of two different kinds of natural habitats or at two different elevations.
   (a) List the different bird species you see.
   (b) List the numbers of each seen.
   (c) Explain why all birds do not live in the same kind of habitat.
2. Spend 3 hours of 5 days in a large area. List the bird species you can identify by sound or sight.
3. Recognize, by sound, 10 birds usually found in your neighborhood.
4. List 8 families of birds usually found where you live.
5. Write a 500-word history about a bird of your choice. Include the following information:
   (a) Description
   (b) Habitat type
   (c) Feeding habits
   (d) Mating and nesting behavior
   (e) Care of the young
   (f) Migratory habits
   (g) Range
   (h) Any unusual characteristics or behavior you find interesting about the bird
6. Do ONE of the following:
   (a) Make 8 field trips during one season, about 3 months. Keep records of all the birds you see.
   (b) Carefully observe a bird for an hour a day for 10 days. Record your observations.
   (c) Go on an 8-hour Christmas census with a bird club. List all the birds you see.
   (d) Go on an 8-hour May bird census with a bird club. List all the birds you see.
   (e) Visit a bird refuge. Describe its purpose and give the management techniques used.
   (f) Attend a meeting of a bird club such as the local chapter of the National Audubon Society. Report on what you learned.
   (g) Write a 300-word paper on bird behavior.
7. Do ONE of the following:
   (a) Build a backyard sanctuary by planting trees and shrubs for food and cover. Describe what birds you hope to attract and why.

Botany

1. Take four field trips, in at least two different growing seasons of the evergreen forest, grassland, sage brush, desert, tundra.
2. List by common name the kinds of plants found in one of these areas under the following groups: trees, shrubs, flowering plants, grasses and grasslike plants, vines, epiphytes, ferns, mosses, algae, fungi, lichens.
3. Do the following:
   (a) Determine which species of plants in the area studied are the largest and the most abundant and the amount of shade they cast on other plants.
   (b) Record any changes in the types of plants seen when you approach a lake, river, stream or pond; when you go up the side of a mountain; when you cross a grazed, cutover, or burned area; when you get near a road or railroad.
   (c) Tell how diseases, insect damage, or damage by other animals affect certain plants in an area.
4. Collect, press properly, identify and label correctly 35 kinds of flowering plants by family, genus, and common name.
5. List by common name at least 10 weeds and 10 cultivated plants in the vicinity of your home.
6. List representative areas of preserved land, such as county forest preserves, state and national forests, or parks near your town or in your state.
7. Explain how plants manufacture carbohydrates, fats, and proteins and how they obtain energy from these foods to do their work.
8. Tell what plants are rare where you live, and what is being done or should be done to protect them.
9. Do ONE of the following experiments, a, b, c, or d:

   (a) (1) Soak and plant several bean seeds in a pot of soil. Water them and watch them grow for 4 weeks.
   (2) At the end of each week, record the stage of growth and make labeled drawing of each stage.
   (b) (1) Grow three cuttings of coleus, geranium, or other suitable garden or house plants in three separate pots of soil. Count the number of leaves of each plant.
   (2) Water the plants daily or every other day for 3 months as follows: *Pot A:* distilled water. *Pot B:* tap water. *Pot C:* water with dissolved commercial fertilizer.
   (3) At the end of the 2-month period, compare the plants in all three pots by measuring and recording the height of each plant and counting and recording the number of leaves.
   (4) Explain the difference in growth of the plants in each pot.
   (c) (1) Plant a number of bean seeds or grass seeds in two separate pots of soil. Water the plants daily or every other day throughout the experiment.
   (2) When the seeds have germinated, place one pot at a south- or west-facing window. Place the other pot outdoors.

(3) Note the differences in the growth of the two pots for 4 weeks. Record what you see.

(4) Explain why the plants grew the way they did.

(d) (1) Plant several soaked bean seeds in two separate pots of soil. Water the plants daily or every other day throughout the experiment.

(2) After the seedlings are 10 centimeters high, place one pot in a light part of the house or outdoors. Place the other pot in a place where it receives no light.

(3) After 2 weeks, observe and record the following differences: color of the leaves, height of the plants, and thickness of stem.

(4) Explain what causes the difference.

Camping

1. Make a layout of a typical patrol campsite. Show cooking spots, dining fly, latrine, and at least three two-man tents. Explain how and why weather, season, and water supply are considered when choosing a site. Explain what care to take with regard to safe water, sanitary facilities, and emergencies.
2. Make a written plan for getting to and from a camping spot on foot or by vehicle.
3. Make a chart showing how a typical patrol is organized for an overnight campout. List assignments for each member.
4. Prepare a list of clothing you would need for an overnight campout in:
   (a) Summer
   (b) Winter
   Discuss the kinds of footwear for different kinds of weather. Explain care of the feet.
5. Describe four kinds of tents. Cite their good and bad points.
6. Prepare for an overnight campout with your patrol by doing the following:*
   (a) Make a checklist of personal and patrol gear that will be needed.
   (b) Prepare a camp menu that is right for the time of year. Give recipes. Make a food list for your patrol. List foods you can get from your grocery store. Supplies should be lightweight, though some canned foods may be used. Plan two breakfasts, three lunches, and two suppers.
   (c) Pack your own gear and your share of the patrol gear and food for proper carrying. Protect it against bad weather. Show that your pack is right for getting what's needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness. Explain how the rest of the patrol gear and food is divided among members.
   (d) Show the right way to pack your full gear on a pack frame. Use a diamond hitch or other good hitch.
7. Complete the following while on an overnight campout:
   (a) Present yourself with your pack for inspection. Be correctly clothed

and equipped for an overnight camping trip.

(b) Working with another Scout, pitch a two-man tent. Consider weather and terrain. On this campsite, where allowed, make a latrine for your patrol. (Where not allowed, as in state parks, etc., describe how to build it.)

(c) Make a comfortable ground bed. Use it for 2 nights. Use ground cloth and padding of clothing, pack, grass, leaves, or straw.

(d) Where it's allowed, build up a fireplace area of nonburnable soil. Show proper use of woods tools in getting and preparing fuel for a cooking fire. Show how you would get, prepare, and protect your wood on a rainy day. Show how you would prepare a meal properly when it's raining.

(e) Build three kinds of top-of-the-ground fires. Use charcoal for one. Show how to put out a fire properly. (Where open fires cannot be used, show how to build the fires, but don't light them.)

(f) Show the right way to protect your camp, including food and gear, against animals, insects, and wet or bad weather. Discuss how you would protect yourself against all kinds of weather if caught out on the trail with only a pocketknife.

(g) Strike camp. Fold or roll your tent for packing. Pack all gear. Leave a clean camp. Show the right way to get rid of garbage and rubbish.

8. Show experience in camping by doing the following:

   (a) Camp out a total of at least 20 days and 20 nights. Sleep each night under the sky or under a tent you have pitched. (You may use a week of summer camp as a part of the 20 days and 20 nights.)

   (b) On one of these camping trips, hike 1½ miles or more each way to and from your campsite. Pack your own gear plus your share of patrol gear and food. (This campout is in addition to the two for Camping skill award.)

   (c) Serve as one of the cooks for your patrol for at least five meals prepared in camp.

9. Discuss how the things you did to earn this badge have taught you personal health and safety, survival, public health, conservation, and good citizenship.

*May be part of a troop trip.

Citizenship in the Community

1. Describe your community to your counselor giving:
   (a) Short history
   (b) Cultures and ethnic groups
   (c) Major places of employment
   What is the future of your community?
2. Mark or point out on a map of your community the following:
   (a) Chief government buildings
   (b) Fire station, police station, and hospital nearest your home
   (c) Schools, churches, and synagogues near your home

(d) Main highways to neighboring cities and towns
(e) Nearest railroads and bus stations and airport, if any
(f) Chief industries or other major places of employment
(g) Historical and other interesting points

3. Do the following:
(a) Chart the organization of your local or state government. Show the top offices and tell which are elected or appointed.
(b) Name the political parties in your community government and list four persons active in the politics of your community and what positions they hold.
4. Attend ONE:
(a) County or parish board meeting
(b) City council meeting
(c) School board meeting
(d) Municipal, county, or state court session
5. After visiting the governmental meeting, obtain a copy of that body's published budget. Review the major sources of income and expenses for its operation with your counselor.
6. List the services your community provides to the citizens in return for the taxes paid by you and your parents.
7. Select a city, county, or school problem or issue under consideration from the local newspaper or news broadcast and write a letter expressing your views to the mayor, administrator, or school board president. Show this letter and any response to your counselor.
8. List and describe the work of five volunteer organizations through which people in your community work together for the good of your community.
9. Tell how to report an accident or an emergency in your community.
10. List five ways you can demonstrate good citizenship in your community, religious institution, school, or Scouting unit.

Citizenship in the Nation

1. After reading, discuss with your counselor the following documents:
(a) Declaration of Independence
(b) Preamble to the Constitution
(c) Constitution
(d) Bill of Rights
(e) Amendments to the Constitution
2. Name the three branches of government and explain their functions. Explain the checks and balances on each branch of government.
3. Outline the relationships between state and federal governments.
4. Do ONE of the following:
(a) Visit the National Capitol.
(b) Visit your state capitol.
(c) Tour a federal installation.
Explain your experiences to your counselor.
5. Name your two senators and the congressman from your congressional district. Write a letter to one

of these elected officials on a national issue sharing your view with him or her. Show your letter and any response to your counselor.

6. What are five important functions of your national government? Explain how these functions affect your family and local community.
7. Discuss the main ways by which our federal government is financed.

Citizenship in the World

1. Explain how communications and transportation have changed relationships between countries.
2. Discuss the importance of international organizations with your counselor. Tell how the following organizations provide a means for countries to work together:
   (a) United Nations
   (b) World Court
   (c) World Scout Association
   (d) International Red Cross
3. Show on a world map countries that have different forms of government and ideologies from that of the United States.
4. Tell how the geography, natural resources, and climate of a country affect its economy. Tell how they may affect relations with other countries.
5. Explain to your counselor what is meant by:
   (a) International trade agreement
   (b) Foreign exchange
   (c) Balance of payments
   (d) Tariffs
   (e) Free trade
   How does world trade affect your community and state?
6. Show your counselor how the American dollar fluctuates in relationship to three or more major foreign currencies. Why are these currencies important to the United States?
7. How does the U.S. State Department help us in foreign countries? What is meant by the following:
   (a) International treaty
   (b) Diplomatic exchange
   (c) Ambassador
   (d) Consul
   (e) Cultural and educational exchange
8. Obtain the form to secure a passport. Fill it out and show it to your counselor.
9. Do ONE of the following:
   (a) Attend a world jamboree.
   (b) Take part in an international event in your area.
   (c) Visit with a foreign exchange student and discuss his or her country and customs.
   (d) Take a year of foreign language in school.
   (e) Write an embassy or consulate and secure material from it about its country and discuss the material with your counselor.

Cooking

1. Plan menus for 3 straight days (nine meals) of camping. Include the following:
   (a) A camp dinner with soup; meat, fish, or chicken; two fresh vegetables; drink; and dessert. All are to be cooked.

(b) A one-pot dinner. Use foods other than canned.
(c) A breakfast, lunch, and dinner good for a trail or backpacking trip where light weight is important. Use as much dehydrated or dry frozen foods as you can. Get them from local food stores (not specialty stores). You should be able to store all foods used for several days without refrigeration. The lunch planned should not need cooking at the time of serving. The dinner must include hot soup or a salad; meat, fish, or chicken; vegetable and starch food or a second vegetable; baked biscuits; and drink. (The menus for the other two breakfasts and two lunches shall be the kind you can prepare in camp or on the trail.)

2. Do the following:
(a) Make a food list, showing cost and amount needed to feed three or more boys using the menus planned in requirement 1.
(b) List the utensils needed to cook and serve these meals.
(c) Figure the weight of the foods in requirement 1c.

3. Using the menus planned in requirement 1:
(a) Prepare and serve for yourself and two others, the three dinners, the lunch, and the breakfast planned in requirement 1. Time your cooking so that each course will be ready to serve at the proper time.*
(b) For the meals prepared in requirement 3a, for which a fire is needed, pick a good spot for your fire. Build a fireplace. Include a support for your cooking utensils from rocks, logs, or like material. (Where local laws do not allow you to do this, the counselor may change the requirement to meet the law.) The same fireplace may be used for more than one meal. Use charcoal as fuel in cooking at least one meal.
(c) For each meal prepared in requirement 3a, use safe food-handling practices. Use the correct way to get rid of garbage, cans, foil, paper, and other rubbish by burning and using a tote-litter bag. After each meal, clean up the site thoroughly.

*The meals in requirement 3a may be prepared for different trips. They need not be prepared consecutively. Scouts earning this badge in summer camp should plan around food they can get at the camp commissary.

Emergency Preparedness

1. Earn First Aid merit badge.
2. Do the following:
(a) Tell what you would do to prevent injury and possible loss of life to yourself and others in each of the following emergencies: fire or explosion at home and in a public building, car stalled in blizzard or desert, motor vehicle accident, mountain accident, food poisoning, boating accident, search for lost person, lost or marooned group, gas leak, earthquake, flood, tornado or hurricane, atomic emergency, and avalanche (snow or rock).
(b) Show that you know what to do in at least TWO of the above.
3. Show how you could safely save a person from the following:

(a) Touching a live electric wire
(b) A room with carbon monoxide or other fumes or smoke
(c) Clothes on fire
(d) Drowning using nonswimming rescues (including ice accidents).

4. Tell the things a group of Scouts should be prepared to do, the training needed, and the safety precautions to be taken for the following emergency service:
(a) Crowd and traffic control
(b) Messenger service and communication
(c) Collection and distribution services
(d) Group feeding, shelter, and sanitation.
5. Take part in an emergency ser vice project, either real or a practice drill.
6. Show three ways of attracting and communicating with rescue planes.
7. With another person, show a good way to move an injured person out of a remote and rugged area, conserving the energy of the rescuers.
8. Do the following:
(a) Prepare a written plan for mobilizing your troop when needed to do emergency service. If there is a plan, explain it. Tell your part in making it work.
(b) Take part in at least one troop mobilization. Describe your part.
(c) Show the personal "emergency pack" which you have prepared to be ready for a mobilization call. Show a family kit (suitcase or box) for use by your family in case an emergency evacuation is needed. Explain the need.
9. Show proper use of ropes and lines for rescue work by doing the following:
(a) Tie knots for joining lines. Tie knots for shortening or adjusting lines. Tie knots for lashings.
(b) Lower a person from a height sufficient to show how.
(c) Coil and accurately throw light and heavy 50-foot heaving lines.

Environmental Science

1. Explain the meaning of the following: ecology, biosphere, ecosystem, plant succession, limiting factor. Give an example of each.
2. With the help of your counselor, pick an area of 10 acres* for study.
3. Visit the area four times for 2 hours each time. Do this at different times on one day a week for a month, or if at camp, on four different days of the week at different times of the day.
(a) Record the temperature, rain, and wind.
(b) List the animals you saw. Tell what they were doing.
(c) List the plants you saw.
(d) Name the kinds of rocks and soil.
4. Write about your study in 500 words or more showing:
(a) How the climate, topography, and geology have influenced the number and kinds of plants and animals.
(b) How the living and nonliving elements are interrelated.
(c) Why it is important that people understand this.

5. With your counselor, plan and carry out a project in ONE of the following:
   (a) The effect of water-holding capacity of soil on plant life. The relation of plant cover to runoff. How both are related to the water and oxygen cycles.
   (b) The influence of land plant life on temperature, light intensity, wind velocity, and humidity. The influence of water plant life on the water environment. How both land and water plants affect animal life.
6. Make a report, in the form of a short talk to a Scout group, on what you did in requirement 5.
7. Show you understand the following:
   (a) The causes of water pollution. Tell what it does to rivers and lakes.
   (b) The causes of land pollution. Tell what it does to the environment.
   (c) The causes of air pollution. Tell what it does to the environment.
   (d) How some chemicals get into the tissues of animals miles from where they were used.
8. Describe what you and others can do to help solve a local problem of air pollution, water pollution, or litter.
9. Describe the duties of three positions in environmental science.

*City Scouts may pick an area in a large park, if a better place is not available.

First Aid

1. Earn the First Aid skill award. Show that you know the skills by doing any of them asked by your counselor.
2. Do the following:
   (a) Describe the signs of a broken bone. Tell first aid rules for handling fractures, including compound (open) fractures.
   (b) On a person lying down, and using improvised materials, show the first aid for any two of the following fractures as asked for: forearm, upper arm, wrist, collarbone, upper leg, lower leg, crushed foot, spine.
3. Do the following:
   (a) Explain what should be done for severe bleeding.
   (b) Tell when the use of a tourniquet may be justified.
   (c) Show how to stop bleeding from a severe cut of the lower leg and the wrist.
4. Do the following:
   (a) Tell the dangers of moving a seriously injured person.
   (b) If a sick or injured person must be moved, tell how you would decide which way to do it.
   (c) Show alone, and again with help, two carries for moving an injured person as selected by your counselor.
   (d) Improvise a stretcher. With helpers under your direction, move a presumably unconscious person.
5. Show the proper way to put on an adhesive bandage. Show how to put on a large gauze compress held in place with tape. Show how to put a dressing on the eye with a cravat.

6. Show the proper way to put a roller bandage on the ankle and foot, the wrist and hand, the forearm, and a finger.
7. Do the following:
   (a) Tell the causes and proper first aid for unconsciousness.
   (b) Tell what first aid you would give a person with an epileptic convulsion.
   (c) Tell what to do for the following:
      Heatstroke
      Heat exhaustion
      Frostbite
      Boils and pimples
      Bruises
      Stomachache
      Choking on food
      Arm and leg cramps
      Hypothermia
   (d) Explain (do not demonstrate) the procedure for cardiopulmonary resuscitation.
8. Prepare a home first aid kit. Show it to and discuss it with your counselor.
9. Help in teaching the skills in the First Aid skill award to two or more persons.

Fish and Wildlife Management

1. Describe the meaning and purposes of fish and wildlife conservation and management.
2. List and discuss at least three major problems that continue to threaten your state's fish and wildlife resources.
3. Describe some practical ways in which everyone can help with the fish and wildlife conservation effort.
4. List and describe five major fish and wildlife management practices used by managers in your state.
5. Do ONE of the following:
   (a) Construct, erect, and check regularly at least two artificial nest boxes (wood duck, bluebird, squirrel, etc.) and keep written records for one nesting season.
   (b) Construct, erect, and check regularly bird feeders and keep written records of the kinds of birds visiting the feeders in the wintertime.
   (c) Design and implement a backyard wildlife habitat improvement project and report the results.
   (d) Design and construct a wildlife blind near a game trail, waterhole, salt lick, bird feeder, or birdbath and take good photographs or make sketches from the blind of any combination of 10 wild birds, mammals, reptiles, or amphibians.
6. Do ONE of the following:
   (a) Observe and record 25 species of wildlife. Your list may include mammals, birds, reptiles, or fish. Write down when and where each animal was seen.
   (b) List the wildlife species in your state that are classified as endangered, threatened, exotic, game species, furbearers, or migratory game birds.
   (c) Start a scrapbook of North American wildlife. Insert markers to divide the book into separate parts for mammals, birds, reptiles, and fish. Collect articles on such subjects as life histories, habitat, behavior, and feeding habits on all of the four categories and place them in your notebook accord-

ingly. Articles and pictures may be cut from old discarded newspapers; science, nature, and outdoor magazines; or can be photocopied from other sources. Enter at least 10 articles on mammals, 10 on birds, 5 on reptiles, and 5 on fish. Put each animal on a separate sheet in alphabetical order. Include pictures whenever possible.

7. Do ONE of the following:
   (a) Determine the age of five species of fish from scale samples or identify various age classes of one species in a lake and report the results.
   (b) Conduct a creel census on a small lake to estimate catch per unit effort.
   (c) Examine the stomach contents of three species of fish and record the findings.
   (d) Make a freshwater aquarium. Include at least four species of native plants and four species of animal life, such as whirligig beetles, freshwater shrimp, tadpoles, water snails, and golden shiners. After 60 days of observation, discuss with your counselor the life cycles, food chains, and management needs you have recognized.

Forestry

1. Prepare a field notebook, make a collection, and identify 15 species of trees or wild shrubs in a local forested area. Include a written description of:
   (a) Identifying characteristics of leaf, twig, and fruit samples
   (b) The habitat in which these trees or shrubs are found
   (c) Chief ways each tree or shrub is used by humans or wildlife
   (d) The forest's successional stage, what its history has been, and what its future is.
2. Do ONE of the following:
   (a) Collect and identify wood samples of 10 species of trees. List several ways each species of wood can be used.
   (b) Find and examine several stumps or logs that show variations in growth rate in their ring patterns. Prepare a field notebook describing their location and discuss possible reasons for the variations.
3. Be able to do the following:
   (a) Describe contributions forests make to:
   • Our economy in the form of products.
   • Our social well-being.
   • Soil protection and increased fertility.
   • Clean water.
   • Clean air.
   • Wildlife.
   • Recreation.
   (b) Tell which watershed or other source your community relies on for its water supply.
4. Be able to describe what forest management means, including:
   (a) Multiple-use management.
   (b) Even-aged and uneven-aged management and the silvicultural systems associated with each type.
   (c) Intermediate cuttings.
   (d) How prescribed burning and related forest management practices are used.
5. Do ONE of the following:
   (a) Visit a managed public or pri-

vate forest area with its manager or someone familiar with it. Write a brief report describing:
- The type of forest.
- The management objectives.
- The forestry techniques used to achieve the objectives.

(b) Take a trip to a logging operation or wood-using industrial plant and write a brief report describing:
- The species and size of trees being harvested or used.
- Where the trees are going to or coming from.
- What products are made from the trees or at the plant.
- How the products are made.
- How the products are used.
- How waste materials from the logging operation or plant are disposed of or utilized.

6. Be able to do the following:
(a) Describe the damages to forests that result from:
- Wildfire
- Insects
- Tree disease
- Overgrazing
- Improper harvest

(b) Tell what can be done to reduce these damages.
(c) Tell what you should do if you discover a forest fire and how to control it.

7. Do ONE of the following:
(a) Assist in carrying out a project that meets one or more of these objectives: timber stand improvement, watershed improvement, wildlife habitat improvement, recreation area improvement, or range improvement.
(b) Take part in a forest fire prevention campaign in cooperation with your local fire warden, forester, or counselor.
(c) Visit with one or more local foresters and write a brief report including education, qualifications, career opportunities, and objectives relating to forestry.

Geology

1. Explain what geology means.

Earth Materials

2. Make a collection of at least 10 different earth materials or geological specimens from your locality or an area of special interest to you. Label, to the best of your ability, classify, and explain the origin and use of the materials collected.*
3. Define *rock.* Discuss and define three classes of rocks. List the characteristics of each class, how they are formed, and how they are named.
4. Define *mineral.* Tell how to identify minerals. Tell how rocks and minerals differ. List five of the most common rock-forming minerals. Tell how they are identified. Tell how hardness, specific gravity, color, streak, cleavage, luster, and crystal form are useful in indentifying minerals.

Earth Processes

5. Secure a topographic map of your home locality or an area of special interest to you. Explain the origin of the landscape, including any unusual features. Account for any influences of the landscape on the location of towns, parks, highways,

railroads, airports, industries, or similar structures.

6. Draw a diagram of the hydrologic cycle and discuss it and its effects with your counselor.
7. Do ONE of the following:
   (a) Tell about the occurrence of volcanoes on land and in the ocean. Describe the difference between intrusive igneous rocks and extrusive igneous rocks.
   (b) Describe the major steps in the geologic history of a mountain range. Describe an anticline, syncline, fault, strike, dip, and an unconformity. Discuss the relationship between mountain building and erosion in forming the present landscape.
   (c) Describe the major features of an ocean floor between the shorelines on either side.

Earth History

8. Make a chart showing the geological eras and periods and show in what geologic time the rocks in your region were formed.
9. Do ONE of the following:
   (a) Tell what fossils are and how they aid in understanding the story of the earth's history.
   (b) Make a collection of 10 different fossils and identify them to the best of your ability.
   (c) Discuss with your counselor the theory of continental drift.

Geology and People

10. Discuss two environmental problems related to geology. Tell how land-use planning relates to geology. Tell why faulting, landslides, waste disposal, pollution, water supply, and subsidence are important in land-use planning. Give an example of poor use of land in your area or of an environmental hazard in your area related to geologic features or processes.
11. Do ONE of the following:
    (a) Describe five energy sources, how they occur, and how they are used today. Describe the source of the products supplied by your local utilities. Tell which of these products are related to geologic processes.
    (b) Visit a mine, oil or gas field, gravel pit, stone quarry, or similar area of special interest to you. Make a collection of geologic specimens found at the site visited. Tell about the geology of the place.

Careers in Geology

12. Do ONE of the following:
    (a) Read a pamphlet about careers in geology. Tell what you learned.
    (b) Visit with a geologist, other than your counselor. Tell what he does. Find out how he prepared for the job.
13. Discuss with your counselor what you have learned about careers in geology and how to prepare for them.

*Alternatives: In place of requirement 2, you may present a collection of 10 different rocks, with specimens of sedimentary, igneous, and metamorphic rocks properly marked, cataloged, and displayed.
Or you may present a collection of 10 different minerals (or ores) properly marked, cataloged, and displayed. Also identify each of the 10 minerals, and give their sources and possible uses.

Home Repairs

Do 14 of the following:

1. Know where your main electric switch is. Replace a fuse or reset the circuit breaker in an electric entrance switch box.
2. Waterproof a basement wall.
3. Repair or put in drapery or curtain rods. Hang draperies or curtains.
4. Build or fix a stair or porch handrail.
5. Repair furniture.
6. Repair window screen or screen door.
7. Repair sagging door or gate.
8. Repair a picture frame.
9. Clean a clogged drain or trap.
10. Repair or replace a sash cord.
11. Repair a leaky water faucet or valve.
12. Repair a break in a cement walk, drive, garage floor, or in an asphalt surface.
13. Repair a fence.
14. Recondition a garden tool.
15. Repair an electric cord, plug, or lamp socket.
16. Replace a broken pane of glass.
17. Mend china.
18. Paint or varnish a piece of furniture, door, or part of the trim on a house. Clean brush afterward.
19. Repair a leaky hose.
20. Caulk cracks or joints open to the weather.
21. Put in fixtures for storing equipment or tools.
22. Paint a wall or ceiling. Clean brush afterward.
23. Lay floor tile or repair a worn spot.
24. Solder.
25. Put new cords in a Venetian blind.
26. Build a workbench.
27. Repair a flushing mechanism in a toilet.
28. Clean or replace a grass sprinkler water head.
29. Install insulation in attic, wall, or crawl space.

Indian Lore

1. Give the history of one Indian tribe, group, or nation. This should be one that lives or has lived near your home. Visit it, if possible. Tell about the following: dwellings, food preparation, dress, religious beliefs, kind of life, language, war, means of getting around, where the members, if any, now live and how they now live.
2. Do TWO of the following:
   (a) Make a full Indian costume.
   (b) Make and decorate three Indian articles approved by your counselor.
   (c) Make an authentic model of an Indian dwelling used by any Indian tribe, group, or nation.
   (d) Visit a museum to see Indian artifacts. Talk about them with your counselor. Identify at least 10 artifacts by shape, size, and use.
3. Do ONE of the following:
   (a) Learn three Indian games. Teach and lead one game with a Scout group.
   (b) Learn and show Indian-style cooking. Cook three things.
   (c) Show the Indian way of hunting, fishing, or trapping.
4. Do ONE of the following:

(a) Take part in an Indian show in which dances and songs, based on authentic Indian themes, are used.
(b) Sing two Indian songs in Indian dialect. Explain their meaning.
(c) Plan and take part in an Indian campfire ceremony based on an Indian theme.
(d) Learn in Indian dialect at least 25 common terms and their meaning.
(e) Show 25 signs in Indian sign language. Include those that will help you ask for water, food, and where the path or road leads.
(f) Learn in English an Indian story of at least 300 words, or any number of shorter ones adding up to 300 words. Tell the story at a Scout meeting or campfire.
(g) Write or tell about eight things adopted by others from the Indian.
(h) Learn 25 Indian place names. Tell their origin and meaning.
(i) Name five well-known Indian chiefs. Give their tribes. Describe their relationship to history.

Insect Study

1. Tell how insects are different from all other animals. Show the differences among insects, spiders, and centipedes.
2. Point out and name the main parts of an insect.
3. Collect and mount 50 different species. Include six orders and 18 families of insects. Label each with common and scientific names where possible.
4. Describe the things that distinguish the principal families and orders of insects.
5. Show your collection.
6. Compare the life histories of a butterfly and a grasshopper. Tell how they are different.
7. Raise a butterfly or moth from a caterpillar.
8. Tell things that make social insects different from solitary insects.
9. Observe an ant colony or a beehive. Tell what you saw.
10. From your collection, identify:
    (a) Four species of insects helpful to humans. Tell how they are helpful.
    (b) Six species of insects harmful to humans. Describe some general methods of insect control.
11. Tell how insects fit in the food chains of other insects, fish, birds, and mammals.

NOTE: Under the Endangered Species Act of 1973, some insects are or may be protected by federal law. The same ones or others may be protected by state law. Before doing any collecting, be sure that you know which may be on both lists and be sure that you do not collect protected species.

Mammal Study

1. Explain the meaning of "animal," "invertebrate," "vertebrate," and "mammal." Name three characteristics that distinguish mammals from all other animals.
2. Explain how the animal kingdom is classified. Explain where mammals fit in the classification of animals. Classify three mammals from phylum through species.
3. Do ONE of the following:
    (a) Spend 3 hours in each of two different kinds of natural habitats or at different elevations. List the different mammal species and individual members that you identified

by sight or sign. Tell why all mammals do not live in the same kind of habitat.

(b) Spend 3 hours on each of 5 days on at least a 25-acre area. List the mammal species you identified by sight or sign.

(c) From study and reading, write a simple history of one nongame mammal that lives in your area. Tell how this mammal lived before its habitat was affected in any way by man. Tell how it reproduces, what it eats, what eats it, and its natural habitat. Describe its dependency upon plants, upon other animals (including man), and how they depend upon it. Tell how it is helpful or harmful to man.

4. Do ONE of the following:

(a) Under the guidance of a nature center or natural history museum, make two study skins of rats or mice. Tell the uses of study skins and mounted specimens respectively.

(b) Take good pictures of two kinds of mammals in the wild. Record light conditions, film used, exposure, and other factors, including notes on the activities of the pictured animals.

(c) Write a life history of a native game mammal that lives in your area, covering the points outlined in requirement 3c. List sources for this information.

(d) Make and bait a tracking pit. Report what mammals and other animals came to the bait.

(e) Visit a natural history museum. Report on how specimens are prepared and cataloged. Explain the purposes of museums.

(f) Write a report of 500 words on a book about a mammal species.

(g) Trace two possible food chains of carnivorous mammals from soil through four stages to the mammal.

5. Work with your counselor, select and carry out one project that will influence the numbers of one or more mammals.

Masonry

1. Do the following:

(a) Prepare or read correctly plans for a useful masonry structure such as a wall or outdoor fireplace.

(b) Lay it out on the ground. Dig as needed for a foundation. Pour a foundation of solid concrete mixed by yourself.

(c) Prepare mortar correctly.

(d) Build the structure. Use mason's tools correctly.

2. Describe examples of stonework, coursed ashlar, random ashlar, and rubble construction.
3. Do THREE of the following:

(a) Lay a stepping stone or flagstone walk.

(b) Plan and mold in a form something ornamental in concrete.

(c) Make major repairs in a masonry structure.

(d) Build a useful dry masonry structure, such as an outdoor fireplace.

(e) Plaster or stucco a wall or ceiling.

(f) Visit a factory where masonry material is made. Report on what happened from beginning to end.

(g) Find out what jobs there are in masonry. Choose one in which you are interested. Report on the qual-

ifications you must have for the job. Tell what the working conditions are.

Nature

1. Name three ways in which plants are important to animals.
2. Name three ways in which animals are important to plants.
3. Explain the term "food chain." Give an example of a four-step land food chain and a four-step water food chain.
4. Do all the requirements in FIVE of the following fields:

Birds

(a) In the field, identify eight species of birds.
(b) Make and set out a birdhouse; OR a feeding station; OR a birdbath. List what birds used it during 1 month.

Mammals

(a) In the field, identify three species of wild mammals.
(b) Make plaster casts of the tracks of a wild mammal.

Reptiles or Amphibians

(a) Show that you can recognize the poisonous snakes in your area. Identify in the field three species of reptiles or amphibians.
(b) Recognize one species of toad or frog by voice; OR identify one reptile or amphibian by eggs, den, burrow, or other signs.

Insects or Spiders

(a) Collect, mount, and label 10 species of insects or spiders.
(b) Hatch an insect from the pupa or cocoon; OR hatch adults from nymphs; OR keep larvae until they form pupae or cocoons; OR keep a colony of ants or bees through one season.

Fish

(a) Catch and identify two species of fish.
(b) Collect four kinds of animal food eaten by fish in the wild.

Mollusks and Crustaceans

(a) Identify five species of mollusks and crustaceans.
(b) Collect, mount, and label six shells.

Plants

(a) In the field, identify 15 species of wild plants.
(b) Collect and label seeds of six plants; OR the leaves of 12 plants.

Soils and Rocks

(a) Collect and identify soils found in different layers of a soil profile.
(b) Collect and identify five different types of rocks from your area.

5. Do ONE of the following:
(a) Raise tadpoles from eggs; OR raise adults from tadpoles; OR keep an adult reptile or amphibian so it stays healthy for 1 month.
(b) Develop a simple aquarium

with fish and plant life. Keep it so they stay healthy for 1 month.

(c) Develop an aquarium. Keep in it two species of mollusks or crustaceans so they stay healthy for 1 month.

(d) Build a terrarium with three species of plants. Keep it so the plants stay healthy for 1 month.

(e) Grow seeds for 1 month in two kinds of soil. Describe difference in rate of growth.

NOTE: Under the Endangered Species Act of 1973, some plants and animals are or may be protected by federal law. The same ones or others may be protected by state law. Be sure that you do not collect protected species.

Oceanography

1. Name five branches of oceanography. Describe at least five ways that man is becoming more dependent upon knowing about the oceans.
2. Describe the effects of the oceans. Include the effect of currents on the weather and climate. Point out how air and ocean currents are alike and different.
3. Tell how ocean waves are described. Point out the differences between the storm surge, tsunami, tidal wave, and title bore. Tell the difference between sea, swell, and surf. Explain how breakers are formed.
4. Draw a cross section of underwater topography. Show what is meant by:
   (a) Continental shelf.
   (b) Continental slope.
   (c) Abyssal plains.
   Name and put on your drawing the following: seamount, guyot, deep, rift valley, canyon, and trench. Compare the depths in the oceans with the heights of the mountains.
5. List the main salts, gases, and foods in sea water. Describe the importance of these to life in the sea. What is meant by Dittmar's principle? Why is it important?
6. Tell the meaning of phytoplankton, zooplankton, nekton, and benthos. Describe the importance of phytoplankton as a main producer of living things. Tell the place and importance of plankton in the food chain.
7. Do ONE of the following:
   (a) Make a plankton net. Tow the net by a dock, wade with it, hold it in a current, or tow it from a rowboat. Do this for about 20 minutes. Save the sample. Examine it under a microscope or high-power glass. Identify the three most common types of plankton in the sample.*
   (b) Make a series of models (clay or plaster and wood) of a volcanic island. Show the growth of an atoll from a fringing reef through a barrier reef. Describe the Darwinian theory of coral reef formation.
   (c) Measure the water temperature 1 foot below the surface of a body of water four times daily (8 a.m., noon, 4 and 8 p.m.) for 6 straight days. Measure the air temperature. Note the cloud cover and roughness of the water. Show your findings on a graph. Tell how the water temperature changes with air temperature.*
   (d) Make a model showing the inshore sediment movement by littoral currents, tidal movement, and wave action. Include such things as

high and low waterlines, low tide terrace, cusps, beach scarp, and berm. Show how the offshore bars are built up and torn down.

(e) Make a wave generator. Show reflection and refraction of waves. Show how groins, jetties, and breakwaters affect these patterns.

8. Do ONE of the following:

(a) Write a 500-word report on any good book about oceanography. (Before reading have your counselor approve it.)

(b) Visit one of the following. Write a 500-word report about your visit. (1) an oceanographic research ship or (2) an oceanographic institute.

(c) Explain to your troop in a 5-minute prepared speech "Why Oceanography is Important" or "Jobs in Oceanography." (Before making it, show your speech outline to your counselor.)

*May be done in lakes or streams.

Painting

1. Do the following:

(a) Explain three ways paint can improve a surface.

(b) Explain the chief uses of oil, water, and rubber-base paints. Tell the use of enamel, shellac, varnish, and lacquer. Tell why each is best for these uses.

2. Prepare and paint any two of the following items or similar ones approved by our counselor. Use proper fillers, priming coats, covering coats, and finishing coats as needed: an outside surface, an inside surface, a piece of furniture, a concrete wall, a boat or canoe, a floor, a porch rail or fence, and a lawn mower.
3. Prepare an old painted surface, that has holes in it and is uneven, to receive and hold a new coat of paint.
4. Add colors to a white paint base to make paints of two predetermined colors that harmonize. With these, paint one of the following in two colors: model plane, birdhouse, dollhouse, picture frame, or similar useful item.
5. Show the right way to use, clean, and store painting equipment.

Plant Science

1. Explain the nature and function of the soil. Tell about its texture, structure, need for water, air, organic matter, and the relationship of plants to the soil. Tell how the soil may be improved. Select one soil type from your area. Describe it in relation to the above.
2. Describe how to prepare a seedbed for each of the crops in the options below. Submit a plan for planting an orchard crop. Describe the best type of site for such an orchard.
3. Make and use a germination seed tester to test 50 seeds of four of the following plants: corn, cotton, alfalfa, soybeans, clover, wheat, rice, rye, barley. Determine percent of live seeds.
4. Tell how to propagate plants by seeds, roots, cuttings, tubers, buds, and grafts.
5. Tell about one important insect pest and one important disease that damage each of the following:

corn, small grains, cotton, and fruit trees. Collect and name five weeds that damage crops in your locality. Tell how to control these without harming people, wildlife, or useful insects.

6. On a map of the United States indicate the chief regions where the crops listed in the options are produced. Indicate a leading state in production of each crop. Tell how climate and location of these states make them leaders.
7. Tell about three career opportunities in crop production.
8. Complete ONE of the following options:

Corn Option

(a) Grow a plot of corn. Record seed variety or experimental code number.
(b) Have your plot inspected by your counselor. Tell about modern methods of commercial corn farming.
(c) Tell about the contributions corn makes to today's food supply.

Cotton Option

(a) Grow a plot of cotton.
(b) Have your plot inspected by your counselor. Tell about modern methods of commercial cotton farming.
(c) Tell about an insect that causes serious damage. Tell how it affects cotton production. Tell how it is controlled.
(d) Tell how cotton is processed from the field to the finished product.

Forage Crops Option

(a) Collect and mount for display three samples of each: perennial grasses, annual grasses, legumes, and broadleaf weeds. Label each grass and legume, indicating what use is made of it. Label each weed. Tell where each is most likely to be found.
(b) Explain how legumes can be used to enrich the soil. Tell how they may deplete it under certain conditions. Do the same for grasses.
(c) Describe five poisonous plants dangerous to livestock.
(d) Tell the different ways for using forage crops as feed for livestock.

Fruit and Nuts Option

(a) Plant five fruit or nut trees, grapevines, or berry plants.
(b) Take full care of fruit or nut trees, grapevines, or berry plants through one crop season.
(c) Prune a tree, vine, or bush properly. Explain why pruning is necessary.
(d) Demonstrate how a graft is made.
(e) Describe how one fruit, nut, or berry crop is processed for use.

Small Grains Option

(a) Give production figures for the small-grain crops listed in the United States Statistical Report for the latest year available.
(b) Help in harvesting a crop of grain. Tell how to reduce harvesting losses.
(c) Visit a grain elevator, flour mill,

cereal plant, feed or seed company. Talk with the operator. Take notes. Describe the processes used.

Oil Crops Option

(a) Grow a plot of soybeans.
(b) Have your plot inspected by your counselor.
(c) Tell about modern methods of soybean growing on a commercial scale.
(d) Tell of the contributions soybeans make to our food supply.

Plumbing

1. Do the following:
   (a) Make a drawing and explain the way the hot- and cold-water supply system in your home or that of a neighbor works. Tell how you would make it safe from freezing.
   (b) Make a drawing and explain the drainage system of the plumbing in a house. Show and explain the use of drains and vents.
2. Show how to use five important plumber's tools.
3. Identify and describe the use of each of the following: washer, cap nut, float, force cup, half-and-half solder, flux, elbow, tee, nipple, coupling, plug, union, trap, drainpipe, water meter.
4. Tell what kinds of pipe are most often used in a plumbing system. Tell why.
5. Cut, thread, and connect two pieces of galvanized pipe.
6. Using a gas torch under supervision, solder three copper tube connections. Include one tee, two straight pieces, and one coupling.
7. Do the following:
   (a) Replace a washer in a faucet.
   (b) Clean out a sink or lavatory trap.
8. Make a list of five important local health regulations related to plumbing.

Reptile Study

1. Know approximately the number of species and general distribution of reptiles and amphibians in the United States.
2. Make sketches from your own observations, showing markings and color patterns of seven reptiles and three amphibians found in the United States. Record the habits and habitats of each of these species.
3. Describe the main differences between (a) alligators and crocodiles, (b) toads and frogs, (c) salamanders and lizards, and (d) snakes and lizards.
4. List 10 reptiles or amphibians useful to man. Tell how they take in food. List food habits of each species. If there are laws in your state for their protection, tell why each is protected.
5. Describe how reptiles and amphibians reproduce themselves.
6. From observation, describe how snakes move forward. Describe the functions of the muscles, ribs, and belly plates.
7. Describe in detail six poisonous snakes and the one poisonous lizard found in the United States. Describe their habits. Demonstrate first aid treatment for snakebite.

8. Maintain one or more reptiles or amphibians for at least a month. Record the food accepted, methods employed in eating, changes in coloration, shedding of skins, and general habits; OR keep the eggs of a reptile from the time of laying until hatching; OR keep the eggs of an amphibian from the time of laying until the transformation of the tadpoles or (salamander) larvae.
9. Do ONE of the following:
   (a) Identify at night three kinds of toads or frogs by their voices. Imitate the song of each for your counselor. Stalk each with a flashlight and discover how each sings and from where.
   (b) Take a recognizable photograph of a live turtle, snake, and amphibian.
   (c) Give a brief talk to a small group on the subject of reptiles and amphibians. Use three living specimens or 20 pictures you have collected.
10. Give 10 superstitions about reptiles and amphibians and a correct explanation in each case.

NOTE: The Scout must use nonpoisonous reptiles only in fulfilling requirements 8 and 9. Some reptiles are protected by federal law. The same ones or others may be protected by state law. Before collecting, be sure you know which are on both lists. Be sure that you do not collect protected species. All specimens should be returned to the wild after the requirements have been met.

Soil and Water Conservation

1. Do the following:
   (a) Tell what soil is. Tell how it is formed.
   (b) Describe three kinds of soil. Tell how they are different.
   (c) Name the three main plant nutrients in fertile soil. Tell how they can be put back when used up.
2. Do the following:
   (a) Define soil erosion.
   (b) Tell why it is important. Tell how it affects *you*.
   (c) Name three kinds of soil erosion. Describe each.
   (d) Take pictures or draw two kinds of soil erosion.
3. Do the following:
   (a) Tell what is meant by conservation practices.
   (b) Describe the effect of three kinds of erosion-control practices.
   (c) Take pictures or draw three kinds of erosion-control practices.
   (d) Explain how land use and land conservation work together.
4. Do the following:
   (a) Explain what a watershed is.
   (b) Outline the smallest watershed that you can find on a contour map.
   (c) Then outline on your map, as far as possible, the next larger watershed which also has the smallest in it.
   (d) Explain what a river basin is. Tell why all people living in it should be concerned about land and water use in it.
5. Do the following:
   (a) Make a drawing to show the water cycle.
   (b) Show by demonstration at least two of the following actions of water in relation to soil: percolation, capillary action, precipitation, evaporation, transpiration.

(c) Explain how removal of vegetation will affect the way water runs off a watershed.
(d) Tell how uses of forest, range, and farm land affect usable water supply.
(e) Explain how industrial use affects water supply.
(f) Tell how farmers, industry, communities, and individuals can conserve water.

6. Do the following:
(a) Tell what is meant by water pollution.
(b) Describe common sources of water pollution and explain the effects.
(c) Tell what is meant by "primary water treatment," "secondary waste treatment," and "biochemical oxygen demand."
(d) Make a drawing showing the principles of complete waste treatment.

7. Do TWO of the following:
(a) Make a trip to two of the following places. Write a report of more than 500 words about the soil and water and energy conservation practices you saw. (1) An agricultural experiment. (2) A managed forest or woodlot, range, or pasture. (3) A wildlife refuge or a fish or game management area. (4) A conservation-managed farm or ranch. (5) A managed watershed. (6) A waste-treatment plant. (7) A public drinking water treatment plant. (8) Industry water use installation. (9) Desalinization plant.
(b) Plant 100 trees, bushes, and/or vines for a good purpose.
(c) Seed an area of at least $\frac{1}{5}$ acre for some worthwhile conservation purpose, using suitable grasses or legumes alone or in a mixture.
(d) Study a soil survey report. Describe the things in it. On tracing paper over any of the soil maps, outline an area with three or more different kinds of soil. List each kind of soil by full name and map symbol.
(e) Make a list of places in your neighborhood, camps, school ground, or park having erosion, sedimentation, or pollution problems. Describe how these could be corrected through individual or group action.
(f) Carry out any other soil and water conservation project approved in advance.

Surveying

1. Do ONE of the following:
(a) From a point, measure by tape a range line north 330 feet and south 330 feet. Using the same point, measure a base line east 330 feet and west 330 feet. From one or more stations along the range or base line, take compass readings of trees, shrubs, and rocks. Pace the distance.
(b) Find and mark the corners of a lot described as follows: From a beginning point go (1) south 83 degrees 30 minutes east, 78 feet. Then go (2) north 35 degrees 30 minutes east, 86 feet. Then go (3) north 64 degrees west, 47 feet. Next go (4) north 89 degrees 30 minutes west, 51.2 feet. Then go (5) south 22 degrees 30 minutes west, 88.9 feet to the beginning point.

Your error of closure must not be more than 5 feet. From the corners, take compass readings of trees, shrubs, and rocks. Pace the distance.

2. From the field notes gathered for requirement 1, draw a map to scale. Submit a neatly drawn copy.
3. Use the beginning point as a bench mark with an assumed elevation of 100 feet to determine the height of four other points.
4. Without crossing a distance of 300 to 3,000 feet, find its length, then tape the distance. Your answer must be within 5 percent.
5. Find the height of a point that can be checked by raising or lowering a tape. Your answer must be within 5 percent of the taped measurement.
6. Discuss the development and importance of surveying.

Swimming

1. Fulfill all requirements of the Swimming skill award. Explain how swimming should be run safely for a group.
2. Swim continuously for 150 meters (150 yards) using the following strokes in good form: Sidestroke for 50 meters (50 yards), elementary backstroke for 50 meters (50 yards), and any of the following strokes for the last 50 meters (50 yards): trudgen, crawl, back crawl, or breast.
3. Surface dive headfirst into water over your head but not to exceed 2½ meters and bring up an object from the bottom. Repeat using the feetfirst method of water entry.
4. Show a plain front dive from a low board, if available. Show a headfirst dive from a dock. Show a racing start.
5. Enter water over your head wearing clothes. (Clothes means shoes, socks, underwear or trunks, long pants, belt and long-sleeve shirt.) Remove shoes and socks. Inflate shirt and show that you can float using the shirt for support. Remove the pants and use them for support while floating. Swim 50 meters using inflated clothing for support.
6. Do the following:
   (a) Float faceup in a resting position, as nearly motionless as possible, for 1 minute.
   (b) Float facedown in a related position using minimum movement of arms and legs to raise head for breathing and keep body afloat for 10 minutes or longer.
7. Do the following:
   (a) Demonstrate rescuing a person from water by reaching with arm or leg, by reaching with a suitable object, and by throwing lines and floating objects.
   (b) Explain why swimming rescues should not be attempted when a reaching or throwing assist or boat rescue can be done. Explain why and how a person making a swimming rescue should avoid contact with the victim.

Wilderness Survival

1. From memory, describe the priorities for survival in a backcountry or wilderness location.
2. Describe ways to (a) avoid panic

and (b) maintain a high level of morale when lost.

3. Show that you know first aid for injuries or illnesses likely to occur in backcountry outings, including hypothermia, hyperthermia, heat stroke, heat exhaustion, frostbite, dehydration, sunburn, stings, ticks, snakebite, blisters, and hyperventilation.
4. Tell what you would do to survive in the following environments:
   (a) Cold and snowy
   (b) Wet (forest)
   (c) Hot and dry (desert)
   (d) Windy (mountains or plains)
   (e) Water (ocean or lake)
5. Make up a small survival kit and be able to explain how each item in it is useful.
6. Show that you can start fires using three methods other than matches.
7. Do the following:
   (a) Tell five different ways of attracting attention when lost.
   (b) Show how to use a signal mirror to attract attention when lost.
   (c) From memory, describe five international ground-to-air signals and tell what they mean.
8. Show that you can find and improvise a natural shelter minimizing the damage to the environment.
9. Spent a night in your shelter.
10. Explain how to protect yourself against insects, reptiles, rodents, and bears.
11. Show three ways to purify water.
12. Show that you know the proper clothing to be worn in your area on an overnight in extremely hot weather and extremely cold weather.
13. Explain why it usually is not wise to eat edible wild plants or wildlife in a wilderness survival situation.

Woodwork

1. Do the following:
   (a) Describe how timber is grown, harvested, and milled. Tell how lumber is cured, seasoned, graded, and sized.
   (b) Collect and label blocks of six kinds of wood useful in woodworking. Describe the chief qualities of each. Give the best uses of each.
2. Do the following:
   (a) Show proper care and use of all working tools and equipment which you own or use at home or school.
   (b) Sharpen correctly the cutting edges of two tools.
3. Make something useful of wood. Use a saw, plane, hammer, and brace and bit to make it. Cut parts from lumber which you have measured and squared from working drawings.
4. Do the following:
   (a) Make a working drawing of a carpentry project. List the material needed.
   (b) Make it. Report on time spent and cost of things used.
5. Do any TWO of the following:
   (a) Make working drawings of a project needing—(1) Beveled or rounded edges or curved or incised cuttings. (2) Miter, dowel, or mortise and tenon joints. Make it.

(b) Make something for which you have to turn duplicate parts on a lathe.
(c) Make a cabinet, box, or something else with a door or lid fastened with inset hinges.
(d) Help make and repair wooden toys for needy children; or help carry out a carpentry service project.
(e) Make a scale model of a house or barn.

6. Talk with a cabinetmaker or carpenter. Find out the job opportunities and conditions, needed training, apprenticeship, work hours, pay rates, and union organization for woodworking craftsmen where you live.

Rank Requirements

Tenderfoot Rank Requirements

1. Be active in your troop and patrol for at least 2 months.
2. Scout spirit: Repeat from memory the Scout Oath or Promise and Law. Explain the meaning of each point of the Law in your own words. Demonstrate that you have practiced these ideals in everyday life.
3. Earn Citizenship and one other skill award.
4. Take part in a Scoutmaster conference.

Second Class Rank Requirements

1. Be active in your troop and patrol for at least 2 months as a Tenderfoot Scout.
2. Show Scout spirit.
3. Earn Hiking, First Aid, and one other skill award (so that you have five in all).
4. Take part in a Scoutmaster conference.

First Class Rank Requirements

1. Be active in your troop and patrol for at least 2 months as a Second Class Scout.
2. Show Scout spirit.
3. Earn Camping, Cooking, and one other skill award (so that you have eight in all).
4. Earn First Aid merit badge.
5. Swimming. Tell what precautions must be taken for a safe swim. Jump feetfirst into water over your head in depth. Swim 50m (or 50 yd.). During the swim, stop, make a sharp turn, level off, and resume swimming.*
6. Take part in a Scoutmaster conference.

*This requirement may be waived by the troop committee for medical or safety reasons.

Star Rank Requirements

1. Be active in your troop and patrol for at least 4 months as a First Class Scout.
2. Show Scout spirit.
3. Earn five more merit badges (so that you have six in all), including any three more from the required list for Eagle.*
4. While a First Class Scout, take part in service projects totaling at least 6 hours of work. These projects must be approved by your Scoutmaster.
5. While a First Class Scout, serve actively 4 months in one or more of the following positions of responsibility (or carry out a Scoutmaster-assigned leadership project to help the troop); patrol leader, senior patrol leader, assistant senior patrol leader; den chief; scribe, librarian, historian, quartermaster, bugler, chaplain aide, member of the leadership corps, instructor; junior assistant Scoutmaster.
6. Take part in a Scoutmaster conference.

*The required list for Eagle has 14 merit badges in 11 categories. First Aid was earned for First Class. Any of the remaining 13 may be used for this requirement.

Life Rank Requirements

1. Be active in your troop and patrol

for at least 6 months as a Star Scout.

2. Show Scout spirit.
3. Earn five more merit badges (so that you have 11 in all), including any three more from the required list for Eagle.†
4. While a Star Scout, take part in service projects totaling at least 6 hours of work. These projects must be approved by your Scoutmaster.
5. While a Star Scout, serve actively for 6 months in one or more of the positions of responsibility listed in requirement 5 for Star Scout (or carry out a Scoutmaster-assigned leadership project to help the troop).
6. Take part in a Scoutmaster conference.

†The required list for Eagle has 14 merit badges in 11 categories. First Aid was earned for First Class. Any of the remaining 13 may be used for this requirement.

Eagle Rank Requirements

1. Be active in your troop and patrol for at least 6 months as a Life Scout.
2. Show Scout spirit.
3. Earn at total of 21 merit badges (10 more than your already have), including the following: (a) First Aid, (b) Citizenship in the Community, (c) Citizenship in the Nation, (d) Citizenship in the World, (e) Communications, (f) Safety, (g) Emergency Preparedness OR Lifesaving, (h) Environmental Science, (i) Personal Management, (j) Personal Fitness OR Swimming OR Sports, and (k) Camping.*
4. While a Life Scout, serve actively for a period of 6 months in one or more of the following positions of responsibility: patrol leader, senior patrol leader, assistant senior patrol leader; den chief; scribe, librarian, quartermaster, member of the leadership corps, junior assistant Scoutmaster; chaplain aide; instructor.
5. While a Life Scout, plan, develop, and give leadership to others in your religious institution, school, or community. The project idea must be approved by your Scoutmaster and troop committee and approved by the council or district before you start.
6. Take part in a Scoutmaster conference.

NOTE: If you have a permanent physical or mental disability you may become an Eagle Scout by qualifying for as many required merit badges as you can and qualifying for alternate merit badges for the rest. If you seek to become an Eagle under this procedure, you must submit a special application to your council service center. Your application must be approved by your council committee for advancement BEFORE YOU CAN WORK ON ALTERNATIVE MERIT BADGES.

*You must choose only one merit badge listed in items *g* and *j*. If you have earned more than one of the badges listed in items *g* and *j*, choose one and list the remaining badges to make your total of 21.

Eagle Palms

After becoming an Eagle Scout, you may earn palms by completing the following requirements:

1. Be active in your troop and patrol for at least 3 months after becoming an Eagle Scout or after award of last palm.
2. Show Scout spirit.
3. Make a satisfactory effort to develop and demonstrate leadership ability.
4. Earn five additional merit badges beyond those required for Eagle or last palm.†
5. Take part in a Scoutmaster conference.

Palms are worn on the ribbon of the Eagle Award in combination to show

the number of merit badges you have beyond Eagle.

†Merit badges earned any time since becoming a Boy Scout may be used to meet this requirement.

Selecting Service Projects

Service projects shall be meaningful service not normally expected of a boy as a part of his school, religious, or community activities.

Star and Life Ranks

For Star and Life ranks, a Scout must perform 6 hours of service to others. This may be done as an individual project or as a member of a patrol or troop project. Star and Life service projects may be approved for Scouts assisting on Eagle service projects. The Scoutmaster approves the project before it is started.

Eagle Rank

While a Life Scout, a Scout must plan, develop, and give leadership to others in a service project to any religious institution, school, or community.

As a demonstration of leadership, the Scout must plan the work, organize the personnel needed, and direct the project to its completion.

The Eagle service project is an individual matter; therefore, two Eagle candidates may not receive credit for the same project.

Eagle Scout service projects involving council property or other BSA activities are not acceptable for an Eagle service project. The service project also may not be performed for a business or be of a commercial nature or be a fundraiser.

Routine labor, or a job or service normally rendered, should not be considered. An Eagle service project should be of significant magnitude to be special and should represent the candidate's best possible effort.

The Scout must submit his proposed project idea and secure the prior approval of his unit leader, unit committee, and district or council advancement committee, or their designee, to make sure that it meets the stated standards for Eagle Scout service projects *before* the project is started. This preapproval of the project does not mean that the board of review will accept the way the project was carried out.

Upon completion of the project, a detailed report must be submitted with the Scout's Eagle application to include the following information:

- What was the project?
- How did it benefit others?
- Who from the group benefiting from the project gave guidance?
- Who helped carry out the project?
- What materials were used and how were they acquired?

Although the project idea must be approved before work is begun, the board of review must determine if the project was successfully carried out. Questions that must be answered are:

- Did the candidate demonstrate leadership of others?
- Did he indeed direct the project rather than do all of the work himself?

Historic Trails Award

To earn the award, members of your unit must plan and participate in a historic activity. A unit historic activity requires members to:

1. Locate a historic trail or site and study information relating to it. (The information may be obtained from an adult historic society, public library, or people living near the trail or site.)
2. Hike or camp 2 days and 1 night along the trail or in the vicinity of the site.
3. Cooperate with an adult group such as a historic society to restore and mark all or part of this trail or site. (This may be done during the hike or overnight camp.) Or cooperate with such a group to plan and stage a historic pageant, ceremony, or other public event related to this trail or site—such event should be large enough to merit coverage by the local press.
4. Your unit leader must then file the Historic Trails Award application, No. 4408, with your council service center.

Hornaday Award

The successful attainment of all awards will take at least 18 months to accomplish. The following actions are essential:

1. Earn Environment and Conservation skill awards.
2. Earn Environmental Science merit badge and ONE more merit badge of the primary conservation and quality-of-the-environment merit badge group (Forestry, Soil and Water Conservation, Fish and Wildlife Management, or Energy). Environmental Science and TWO other merit badges from this group are required for the Bronze Medal. ALL badges in this group are required for the Silver Medal.
3. Earn at least THREE of the nature and conservation group: Bird Study, Botany, Geology, Insect Study, Reptile Study, Oceanography, Mammal Study, Nature, and Weather.
4. Identify, plan, and carry out, under the guidance of the conservation adviser, a local project in FOUR of the following project areas: energy conservation; soil and water conservation; fish and wildlife management; forestry and range management; air and water pollution control; resource recovery.

   Note: Projects accomplished for the Hornaday awards may not be the same as accomplished for earned merit badges or for other advancement.

5. Carry out projects to influence other people to understand and undertake conservation work and/or objectives. These might include the following: Letters to editors, news stories published, exhibits and displays, leadership in the accomplishment of unit projects, talks at public meetings, service project with a state fish and game department or local conservation and public interest group.

6. Submit a résumé covering a summary of the local or regional project in the conservation and quality-of-the-environment fields together with a summary of the efforts to influence other people to practice conservation.

7. The complete program of the applicant, as planned and carried out, will be reviewed and approved by the council for the award of the certificate or badge or both and, further, if deemed qualified, will be recommended to the William T. Hornaday Awards Committee for consideration for the Silver or Bronze medals.

National Court of Honor Lifesaving and Meritorious Awards

National awards for lifesaving and meritorious acts are made only for outstanding and unusual acts that demonstrate unusual heroism, skill, or bravery and reflect Scouting ideals, based on the following criteria:

1. **Honor Medal with Crossed Palms.** Has demonstrated both *unusual heroism* and *extraordinary skill* or *resourcefulness* in saving or attempting to save a life at *extreme* risk to self.
2. **Honor Medal.** Has demonstrated unusual heroism and skill in saving or attempting to save a life at *considerable* risk to self.
3. **Heroism Award.** Has demonstrated heroism and skill in saving or attempting to save a life at *minimum* or no risk to self. (Heroism defined as: exhibiting courage and daring, self-sacrifice.)
4. **Medal of Merit.** Has performed some outstanding act of service of an exceptional character putting into practice learned skills and/or demonstrating Scouting ideals. Such action need not necessarily be a rescue or involve risk to self.

None of the above awards will be considered for what would be normally expected acts or behavior. The ordinary use of first aid or other skills that would be normally expected of a person who has had training in those skills would not qualify a person for recognition. However, the proper use of such skills under extraordinary circumstances could meet the criteria for recognition.

5. **Local Council Certificate of Merit.** The situation does not meet the criteria for a National Court of Honor award but the act is deserving of recognition. The case is not *extraordinary*, did not call for *unusual* skill and was not exceptional in nature but was of outstanding service and did reflect the high ideals of Scouting.

ESPAÑOL

Interpreter Strip

(UNIFORM AND INSIGNIA WORN CENTERED ABOVE "BOY SCOUTS OF AMERICA" STRIP)

Boys and adults may wear this strip if they show their knowledge of a foreign language or the sign language for the deaf by:

1. Carrying on a 5-minute conversation in the language.
2. Translating a 2-minute speech or address.
3. Writing a letter in the language.*
4. Translating 200 words from the written word.

*Does not apply for sign language.

Paul Bunyan Woodsman

(TRAIL PACK OR BLANKET EMBLEM)

Study chapter 6 in the *Fieldbook* and demonstrate to your Scoutmaster of other qualified person designated by him the following:

1. Show that you have earned the Totin' Chip.
2. Help a Scout or patrol to earn the Totin' Chip and demonstrate to him (them) the value of proper woods tools use on a troop camping trip.
3. Using a saw or ¾ ax and a wood or plastic wedge and mallet cut a log 6–8 feet long and 4 or more inches in diameter into 2-foot lengths. Split these 2-foot lengths into quarters.
4. With official approval and supervision do ONE of the following: (a) Clear trails of fire lanes for 2 hours. (b) Demonstrate how to fell a standing tree 4 inches or more at the butt. Lop branches. Make a brush pile. Cut tree into 2-foot lengths and stack. (c) Trim a downed tree, cut into 4-foot lengths and stack; make a brush with branches. (d) Build a natural retaining wall or irrigation way to aid in a planned conservation effort. (e) Participate in an approved "SOAR for the Better Life" or conservation effort project in your council.

BSA Lifeguard*

Explain and demonstrate (when applicable) the following requirements:

1. Aquatics skill.
   (a) Swim 800 meters (½ mile)
   (b) Demonstrate skill and knowledge in *current* requirements of the following merit badge subjects.
   (1) Swimming
   (2) Lifesaving
   (3) Rowing
   (4) Canoeing
   (5) First Aid
   (c) Throw line for accuracy 10 meters three times in 1 minute.
2. Safe Swim Defense.
3. Safety Afloat.
4. First aid.
5. Emergency action.

*See Application for BSA Lifeguard, No. 4435, for detailed requirements.

Snorkeling, BSA†

1. Pass Swimmer test.
2. Explain buddy system.
3. Define snorkeling.
4. Demonstrate use of mask and snorkel.
5. Demonstrate use of swim fins.
6. Perform deepwater demonstrations.
7. Recover objects.
8. Explain snorkeling preparation and precautions.
9. Discuss submerged-related factors.
10. Discuss submersion effects; CPR.
11. Explain hyperventilation.
12. Explain hypothermia.
13. Demonstrate divers' signs and signals.

†See Application for Snorkeling, BSA, No. 19-176, for detailed requirements.

Mile Swim, BSA

(SWIM-TRUNKS EMBLEM ONLY)

Requirements:

1. Explain how regular exercise con-

tributes to good health and why swimming is one of the best forms of exercise.
2. Tell what precautions and procedures a swimmer and escort must follow for distance swimming over open water.
3. Under the supervision of a currently qualified certified aquatics instructor, BSA, or equivalent, participate in 4 hours of training and preparation for distance swimming (1 hour a day maximum).
4. Swim 1 mile (1,600 meters) over an approved, measured course.

Totin' Chip

1. Read and understand woods tools use and safety tools from *The Official Boy Scout Handbook.*
2. Demonstrate proper handling, care, and use of the Scout knife, ax, and saw.
3. Use knife, ax, and saw as tools, not playthings.
4. Respect all safety rules to protect others.
5. Respect property and not cut living trees.
6. I will subscribe to the Outdoor Code.

I realize that my "Totin' Rights" can be taken from me if I fail in my responsibility.

World Conservation Award

You can earn this award by earning the following skill awards and merit badges:

1. Environment and Conservation skill awards.
2. Environmental Science merit badge.
3. Either Soil and Water Conservation or Fish and Wildlife Management merit badge.
4. Citizenship in the World merit badge.

How to Become a Partnership Organization

As outlined earlier, the Boy Scouts of America makes the program available through a local Council for the use of any worthy local organization. It does so by giving a charter to an organization authorizing it to make use of the Scout program as a part of its total program, under leadership it has selected, for all youth who want to join. Each charter must be renewed annually. It is important to remember that the Scout unit is sponsored by an organization and that Scouting Coordinators belong to the organization and are part of its program and staff. The Council/District exists only to support the chartering organization and to help it be successful in its charter undertaking.

Five youths are required to form a unit once the organization has committed to become chartered and to use the Scout program. In most Districts, the District Executive and/or the District Membership Chairperson will act as an organizer and will confer with the location staff to explain the chartering procedure and how Scout and the land management agency together serve youth in mutually beneficial ways.

If a Scout troop is contemplated, the next step is to select an organizing committee, which will meet to plan the next steps, including formal adoption of the program, selection and confirmation of a Scouting Coordinator (Institutional Representative), confirmation of a unit committee of no less than 3 members, and confirmation of the unit leadership (Scoutmaster). The entire process is listed below:

Ten Steps to Organize Successful Boy Scout Troops

1. A community organization agrees to consider the use of the program to help meet its youth objectives.

2. An Organizer confers with the head of the community organization to explain the plan and how Scouting and the organization together serve youth.

3. An organizing committee, selected by the organization, meets to plan the next steps.

4. The organization formally adopts the program and confirms the appointment of a Scouting Coordinator, a nucleus of the unit committee, and the unit leadership (Scoutmaster).

5. The Organizer conducts two orientation meetings for parents and prospective leaders. A Unit Commissioner is assigned by the District Commissioner as helper of the unit.

6. The registration of the full unit committee, unit leaders, and boys is completed.

7. The new leaders are trained in program planning as the first month's program is developed.

8. The unit begins its (troop and patrol) meetings.

9. Charter application is completed and submitted to the Council.

10. The unit is installed with a presentation of the charter to the partnership organization leadership.

If a career interest Explorer Post is contemplated, the organizational steps are much the same, except that the District Executive will first conduct a Career Interest Survey in the local high school(s) to determine whether there is sufficient interest in career fields represented in the potential sponsoring organization to make it worthwhile. The steps involved in organizing an Explorer Post are:

1. Organizer assigned to prospective chartered organization (usually a service team member).

2. Prospective organization commits to have a Post.

3. Chartered organization's key people meet.

4. Adult leaders recruited and trained.

5. Program Capability Inventory conducted to identify program resources.

6. Program planned for first six meetings.

7. Getting started, hold firstnighter, invite prospective members.

8. Charter application is completed.

9. Election of post officers.

10. Elected post officers seminar conducted.

NOTE: A formal charter presentation should take place at the discretion of the partnership organization.

Staff Involvement

We are indeed fortunate in the Federal government to have so many highly skilled employees in a large variety of careers. If you look, there is virtually no employee on an agency staff who does not possess skills he or she can contribute on or off the job to involve youth in making the TAKE PRIDE IN AMERICA campaign a success.

In helping young people assume sensitivity and responsibility for America's resource lands and cultural sites, you will have strengthened an ethic of protection for which the Federal government can be truly proud. Please give your staffs the opportunity to get involved so they can CATCH THE SCOUTING SPIRIT and TAKE PRIDE IN AMERICA.

APPENDIX I

Maintenance Projects

Cleaning and Organizing Bone Yards
Painting/Staining Decks, Boat Docks, etc.
Cleaning Ditches and Repairing Dikes
Painting Fire Hydrants and Hose Boxes
Striping Parking Lots and Painting Curbs
Painting Trash Receptacles
Regrading and Repairing Trails
Resurfacing/Graveling Trails
Repair and Cleanup of Flood Damage
Removing Exposed Rocks and Leveling Campsites
Refinishing/Painting Picnic Tables
Installing Boundary Signs
Packing and Installing Backcountry Trail Signs and Posts
Building and Repairing Fences
Picking up Litter
Interior/Exterior Painting of Buildings and Trim
Inventory Trail Maintenance Needs
Marking and Identifying Nature Trails
Installing Parking Barriers
Creating Photographic Inventory of Federal Location Signs

Cultural Resource Projects

Mechanical Removal of Fuel on Archeological Sites Prior to Prescribed Burns
Minor Ruin Stabilization
Archeological Survey Assistance
Application of Field Catalogue Numbers to Artifacts

Natural Resource Projects

Fire Break Construction/Rehabilitation
Planting of Trees, Wildflower Seeds, Bedding Plants
Removing Down/Dead Trees from Trails
Brush Clearing
Litter Pick-up
Building Water Bars and Diversions

APPENDIX II

Regional Directory - Boy Scouts of America

National Office: 1325 Walnut Hill Ln., Irving, TX 75038-3096 (214) 659-2000)

Regional Executives:

Southeast Region: **HOYT HUNT**, Suite 500, 200 Interstate N. Pkwy., Atlanta GA 30099 (404) 955-2333)

East Central Region: **ROBERT C. BIRKEMEIER**, 601 Harger Rd., Oak Brook, IL 60521 (312) 654-2090)

North Central Region: **J. THOMAS FORD**, Jr., P.O. Box 25508, Overland Park, KS 66225-5508

South Central Region: **RICHARD O. BENTLEY**, South Central Region, P.O. Box 2325, Irving, TX 75061-14980 (214) 659-2471)

Western Region: **RICHARD R. HARRINGTON**, P.O. Box 464, 185 N. Wolfe Rd., Sunnyvale, CA 94088-3464 (408) 735-1201)

Northeast Region: **RUDOLPH FLYTHE**, P.O. Box 350, Dayton, NJ 08810 (201) 821-6500

NOTE: BSA policy dictates that local council addresses not be distributed. This prohibition's purpose is to preclude scout executives being overrun with ads, etc. CHECK the **White Pages** of the telephone book for local listings or contact Regional Executives.

MEMORANDUM OF UNDERSTANDING

BETWEEN

THE UNITED STATES DEPARTMENT OF THE INTERIOR

AND THE

BOY SCOUTS OF AMERICA

I. PURPOSE AND SCOPE

The Boy Scouts of America (Boy Scouts) and the United States Department of the Interior (USDI) enter into this Memorandum of Understanding, for the purpose of establishing a framework for a cooperative relationship under which the Boy Scouts and USDI, to the extent permitted by law, will assist one another in areas of mutual concern.

The purpose of the Boy Scouts is, among other things, to promote the abilities of young people, train them in Scoutcraft, and teach them "patriotism, courage, self reliance, and kindred virtues" through cooperation with public agencies. The purpose of USDI is to manage wisely the nationally owned public lands, waters, and other natural resources for which the Department is responsible. This includes protection and enhancement of certain fish and wildlife resources; preservation of national parks, wildlife refuges and historical places; providing outdoor recreation opportunities; and assuring the development of energy and mineral resources in the best interests of all our people.

II. REFERENCES AND AUTHORITY

USDI	BOY SCOUTS
16 U.S.C. 4601-1(d) & (f)	36 U.S.C., 21 et seq.

III. SUBSTANCE

General Provisions

1. The Boy Scouts and USDI, working together at appropriate local, regional and national levels, will foster communications with respect to their programs and activities relating to the conservation, management, protection, and development of the Nation's land, water and natural resources, as well as other USDI programs. This effort will include, where possible, other Federal Departments having similar concerns.

2. Subject to applicable limitations, USDI will be involved in Boy Scout training and program activities to the extent they pertain to the conservation, management, and development of the Nation's natural resources including, but not limited to, fish, wildlife, minerals, national parks, national wildlife refuges, fish hatcheries and other public lands administered by the Department.

3. USDI personnel will be made aware of this Memorandum and, to the extent compatible with their Federal responsibilities, will be permitted and encouraged to serve on appropriate Boy Scout Committees and Councils.

4. USDI shall be consulted regarding Boy Scouts program requirements or development of informational materials related to activities associated with departmental programs.

Specific Provisions (Program Areas)

On or about January 1 of each year, when appropriate, USDI shall submit to the Boy Scouts proposed activities and other information that may relate to the following:

1. Scout Council Programs
2. National Exploring Program
3. National Jamboree
4. National Conservation Committee
5. Current status of National Parks, National Recreation Areas, Wilderness Areas, National Wildlife Refuges, and National Fish Hatcheries.
6. Current Roster of USDI Facilities

IV. PERIOD

A. The duration of this Memorandum shall be from the date shown on the signature page until terminated by written notice from either party to the other.

B. Nothing in this Memorandum shall be construed as obligating USDI or Boy Scouts to expenditures or future obligation or payment of money, in excess of appropriations by Congress.

C. In carrying out the terms of this Memorandum, there shall be no discrimination against any person because of race, creed, color, or national origin.

V. MODIFICATION

The terms of this agreement may be modified at any time by mutual agreement.

VI. OTHER PROVISIONS

Nothing herein is intended to conflict with current USDI directives. If the terms of this agreement are inconsistent with existing directives of either of the agencies entering into this agreement, then those portions of this agreement which are determined to be inconsistent shall be invalid; but the remaining terms and conditions of this agreement not affected by inconsistency shall remain in full force and effect. At the first opportunity for review of the agreement, such changes as are deemed necessary will be accomplished by either an amendment to this agreement or by entering into a new agreement, whichever is deemed expedient to the interest of both parties.

Should disagreement arise as to the interpretation of the provisions of this agreement, or amendments and/or revisions thereto, that cannot be resolved at the operating level, the area(s) of disagreement shall be reduced to writing by each party and presented to the other party for consideration. If agreement on interpretation is not reached within 30 days, the parties shall forward the written presentation of the disagreement to respective higher officials for appropriate resolution.

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dkl

SIGNATURE OF EACH PARTY

Boy Scouts of America

Ben H. Love

Signature

7-23-85

Date

Typed Name

Title

Address:

National Office
Boy Scouts of America
1325 Walnut Hill Lane
Irving, Texas 75062-1296

United States Department of the Interior

Donald Paul Hodel

Signature

9-23-85

Date

Donald Paul Hodel

Typed Name

Secretary of the Interior

Title

Address:

United States Department of the Interior
18th and C Streets, N.W.
Washington, D.C. 20240

Start Date September 24, 1985

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